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# AGNES SCOTT

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NOVEMBER, 1941

# "AGNES SCOTT FACES FACTS"

## *Eleventh Alumnae Week-End Program*

Saturday, November 15, 1941

10:30—College chapel exercises.

11:00-1:00—Panel discussion, "Agnes Scott Faces Facts."

MacLean Auditorium, Presser Building.

Leader—Dr. Philip Davidson, Agnes Scott College.

Participants—

Miss Josephine Wilkins, Georgia Facts Finding Committee.

Dean S. G. Stukes, Professor of Psychology at Agnes Scott College.

Mr. Ralph McGill, Atlanta Constitution.

Mr. Henry McIntosh, Editor of The Albany Herald, and Chairman of the Post-Defense Planning of the National Resources Planning Board.

1:00—Luncheon in Rebekah Scott Dining Hall. College is host to guest speakers and alumnae. Reservations must be made in the Alumnae Office, DE. 1726, no later than noon, Wednesday, November 12.

YOU CAN'T AFFORD TO MISS THIS  
NOVEMBER WEEK-END AT YOUR  
ALMA MATER!

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# STATE INSTITUTIONS *of* HIGHER EDUCATION IN GEORGIA

NOTE: *There are many requests for a public discussion of this subject; but, while the Southern Association is investigating the matter, I feel it would be best for the University System that it be not agitated. However, there can be no objection to talking of it "in the Agnes Scott family."*—J. R. McCAIN.

In order to understand the present difficulties of the state-supported institutions of higher learning in Georgia, it is necessary to review the situation prior to 1931. At that time, there were at least twenty-three so-called colleges or universities under state control having more than 400 trustees. Many of them had been founded through local pride and had gotten on the state's support through political "pull." They were engaged in cut-throat competition with one another, and officers and trustees were log-rolling at every meeting of the Legislature for appropriations. In educational matters, Georgia was at the very bottom of the ladder of progress. There was no real System.

## A SINGLE BOARD

In 1931, the Reorganization Act provided that all educational institutions of higher types under state control be placed under a single Board of Regents. This Act was a non-partisan movement, influenced in part by educational troubles in other states. As a rule, the governors have been cooperative and have been willing to leave the management of the University System to the Board of Regents, who in turn operated through a chancellor of the whole System and the presidents of the various individual units. The internal educational programs could be handled without interference or molestation.

## RAPID PROGRESS

It was soon found possible to arrange for a single grant from the Legislature and for the Regents to apportion the money on an equitable basis among the institutions. A survey of the educational needs and activities in Georgia was arranged under the direction of a group of experienced educators of national reputation. Following this survey, the Regents combined or abolished seven of the state institutions and reduced others to the rank of junior colleges, and re-allocated various departments and functions.

Evidences of improvement were soon found. Standards began to be raised. Much economy was found possible. Last year, with only two-thirds as much income as was available in 1931, Georgia institutions taught twice the number of students as were enrolled in the earlier period, and taught them better. A careful study by competent scholars declared that Georgia ranked second in the United States in the amount of progress made in the last decade.

With the aid of the national Government, a remarkable building program has been carried on through the state, and more than seventy fine buildings on the various campuses have been erected. Others have been modernized and renovated. We may now look with pride as Georgians on any one of our state schools.

## GOOD SPIRIT IN THE STATE

The fine spirit of cooperation which was manifest among the state institutions extended to relations with private and denominational colleges within the state. For the first time

within the memory of Man, Baptists and Methodists and Presbyterians and others felt real cordiality toward publicly supported colleges and toward one another.

Out of this cordial relationship in part grew the University Center idea and the fine grant of \$2,500,000.00 for Emory and Agnes Scott if they would raise enough more to make a total sum of \$7,500,000.00. We are thankful that the General Education Board has no thought of cancelling this offer, even though conditions have changed in such a disappointing manner since it was made; but it will be a serious blow to the whole program if Georgia Tech and the University of Georgia are crippled in any way.

The wonderful progress and the fine cooperation which was manifested in all parts of the state, in spite of the worst depression in history, encouraged the Regents to present the needs of the University System to the great philanthropic foundations. At the request of the Regents and on the basis of the prospects for improvement, five of these great foundations gave or made tentative grants of more than \$1,700,000.00 for state higher education in Georgia. This is a remarkable endorsement of the total cooperative program in Georgia.

## FACTIONAL POLITICS

The present outlook for the state education in Georgia is most discouraging. These changes, which will be described in more detail later, came about largely through factional politics, but are not due entirely to any one faction. During the regime of Governor Rivers, the Board was enlarged from twelve to sixteen members, and this change was of doubtful value. Governor Rivers and the Legislature were badly split during his last term, and he sent no appointments to the Senate for confirmation. I would not attempt to appraise the fault in the matter. The result was that, when Governor Talmadge came into office, two Regents were serving beyond their terms because their successors had not been appointed, and six others had been appointed but not confirmed by the Senate. If state educational matters had been handled on a high plane at this point, many later difficulties might have been avoided.

When Governor Talmadge took office, he became ex-officio a member of the Board of Regents and had the legal right to appoint one other whose term would be concurrent with his own. In addition, he had the eight vacancies mentioned above at his disposal.

Governor Talmadge was elected on an economy program, and various abuses under the previous administration led the legislators to agree to give practically dictatorial power to the Governor in making all state budgets and in arranging these on a quarterly basis, and further providing that he could strike out individual items in the various budgets which were submitted to him. The Legislature went so far as to give him the power to dismiss officers provided under the Constitution and elected by the people if they should obstruct his will in financial policies. Only

factional politics and abuses would have opened the way for any such powers as were granted to the new Governor.

#### TALMADGE TAKES CHARGE

The Chairman of the Board of Regents, who had been a member from its organization in 1931, found that he would not be able to serve under the changed conditions and resigned. The Governor named the officers of the Board, and had himself named Chairman of the all-powerful Committee on Education and Finance. It became immediately evident that he was not to be a mere ex-officio member, but to manage the entire organization.

At a routine meeting of the Board on May 30, 1941, the Governor proposed to dismiss Dean Walter D. Cocking of the University of Georgia, and President Marvin S. Pittman of Georgia State Teachers College. Dean Cocking had been recommended for reappointment by President Caldwell of the University, and the recommendation had been endorsed by the Chancellor. President Pittman had been nominated directly by the Chancellor. Under the urgency of the Governor, the Board at first voted to drop these two officers; but, after remonstrance from President Caldwell, the matter was reconsidered, and it was determined that a hearing would be given to the officials.

Contrary to every known principle of wisdom and experience in such matters, the Governor insisted that the trials be conducted publicly. While he was overruled by the Regents in the first hearing on June 16, he had his way and made a combination of a political rally and a county fair of the second so-called trial of July 14.

#### THE TRIALS

At the first hearing before the Board of Regents on June 16, Dean Cocking was accused of advocating racial views or ideas which were not in accordance with the ideals of the South. The testimony and evidence were overwhelming to the effect that the charges were entirely fanciful, and the Regents voted 8 to 7 (the Chairman, who was favorable to Cocking, not voting) in favor of retaining him. He was so notified.

Under all rules of democratic practice and according to every principle of American jurisprudence, a case having been heard and a decision rendered is settled. Governor Talmadge has claimed to be a great advocate of having the majority rule. However, he immediately expressed his disappointment and disapproval of the decision rendered by a majority of the Board of Regents, most of them his appointees; and, through the press and on the public platform, he insisted that he would get rid of Cocking.

He at once demanded the resignations of three of his recent appointees to the Board of Regents on the ground that he had illegally appointed them. However, they were sustained by the Attorney General in retaining their places and refused to resign.

Still determined to carry his point, he changed the date of appointment which he himself had set for one of the Regents and persuaded two others to resign. Without any action by the Board of Regents, he insisted that Dean Cocking come to trial before the reorganized Board.

It is no secret that on the day before the so-called trial the majority of the Regents held a caucus, drew up in detail a program for dismissing the accused officials, and even prepared a resolution of congratulation to the Governor for having achieved his objectives—all before the accused were told what the charges would be or before any evidence for defense had been presented.

#### OTHER STEPS

Several employees in various units of the System were dropped by the Regents, and some were struck off the list of employees by the Governor through his exercise of veto

power in the details of budgets.

The Governor had previously expressed a desire to have "Red" Barron as President of Georgia Tech or as Vice-President, with a view to later succession. The storm of protests by alumni and students deterred the carrying out of the full purpose; but, on the Governor's insistence, he was elected Dean of Men at Georgia Tech, a position which he has been wise enough not to accept.

When the attention of the Governor was directed to the fact that in all probability accrediting associations would drop from membership Georgia institutions, he replied that, if this were done, the salaries of the professors in the institutions would be cut in half. This was no idle threat so far as his ability to enforce such a salary reduction for any cause, if he saw fit, is concerned; it only indicates the extent of the power which has been committed to him.

The result in the state has been most distressing. Not an officer or a faculty member in any state institution has dared to make any public protest about the events that have transpired, though in private they are bitter in their denunciation of the steps taken. The denunciation by the Governor of "furriners" in state schools has led many of the ablest and most loyal teachers to feel a sense of insecurity. Many have resigned, and numerous others are planning to make changes as soon as openings are available. Initiative and enthusiasm are largely swept away. Many of the ablest students in the state schools have transferred to other institutions, and still others desired to do so, but were not able to make the arrangements.

#### EDUCATIONAL RECOGNITION

Since the Governor and Board of Regents have violated almost all educational ideals and standards of practice in handling these many details, it would seem quite impossible for the Southern Association of Colleges and Secondary Schools to refrain from discipline in the matter. It has always stood firmly for educational administration rather than for political dictation. Since in no case have the institutions themselves seemingly been at fault in these developments, but are the innocent sufferers, it would seem necessary that every institution controlled by the Board of Regents be dropped from membership whether or not actual dismissals or interference have occurred on that particular campus. It is a matter of control and dictatorial power which is at stake and which touches the whole state, rather than the merits or demerits of individual units of the System.

It will be a very serious blow to the state schools and to the private and denominational schools, also, since our interests are so intertwined, if the Georgia institutions are dropped. There seems to be no alternative, however, but to "hit bottom", so to speak, before it may be possible to start a real upgrade movement that will clear the whole situation.

#### THE PUBLIC SCHOOLS

While the elementary and high schools of Georgia are not under the Board of Regents, the Governor has exercised a great deal more than ex-officio influence during recent months. Partially at least through the fault of factional politics during the previous administration, the Governor was able to appoint a majority of the State Board of Education which operates the public schools. He had himself named the Chairman of the Board and has taken charge of its affairs as definitely as of the institutions of higher learning. We are not concerned here in the details of administration, but it is interesting to note that he has arranged an inquisition into the books which may be used as texts or placed in libraries (with some highly interesting results) and has insisted on having the state of Georgia take over and operate the school at Monroe, Georgia, which

hand, Agnes Scott has never believed in educating the races together and in social intermingling. The students have frequently felt that we have been unusually restrictive in regulations on this subject and in failing to give permission for them to attend interracial meetings. No one who has really investigated the situation has ever felt that there was any cause for complaint about our attitude, and certainly no foundation has ever been interested in our relations or would have been moved by them if we had been so lacking in moral character as to govern our policies with such ends in view.

The truth is that any attack on Agnes Scott or other institutions is an attempt to evade the real issues. After the various associations and accrediting agencies have fully in- of perhaps a dozen tours of inspection made by relatively small groups of Sociology students, including trips to Milledgeville, Pine Mountain, Copperhill, Federal Prison, Techwood Housing Project and numerous others. In every case the girls were making the trips voluntarily and at their request. Every safeguard was provided for their transportation, chaperonage, and other needs so that no parent or alumna need feel the least anxiety. At Tuskegee, for example, there was no staying in Negro dormitories or eating in Negro dining halls or any mixing or mingling that could be objectionable from Southern viewpoints.

Inspection trips have been made by other groups to the various campuses around Atlanta, both for whites and blacks; to many institutions doing social service; and even to the Governor's office; but no one who has really understood the facts has suggested any valid criticisms of the program.

As our present students know and as our alumnae of other years well understand, Agnes Scott has always stood for fair treatment for Negroes and for giving them a good chance to be educated and to make a living. On the other

Just as Governor Talmadge resented the fact that his own appointees on the Board of Regents voted according to the evidence, so he resented, also, the fact that educators, at the request of the President of the University, would testify in the case; and he so expressed his resentment in a radio address.

Shortly after the ouster of Pittman and Cocking, I was requested by the Decatur Rotary Club to tell something of the effect on education of the whole situation. A little later, I was invited to speak before the Kiwanis Club of Griffin on ways and means for improving the situation. In both cases I spoke as an individual and not in any official capacity; but the Governor and his associates attacked Agnes Scott College as a Negro-loving institution, citing particularly a trip made by our girls to Tuskegee Institute.

This case illustrates very well the unfairness of the Governor and his associates and the carelessness with which some of them handle facts. The Tuskegee trip was more than six years ago, in the spring of 1935. It was only one is under the management of "Red" Barron. Many of the best teachers in the state, anticipating political domination and interference with educational programs, resigned; and there has been great difficulty in finding suitable teachers for public school work. On the other hand, all private schools have been swamped with applications, showing that the public schools were dreaded as places in which to work.

#### AGNES SCOTT INVOLVED

At the first trial to which Dean Cocking was subjected, President Caldwell of the University of Georgia requested that President Cox of Emory and I tell of our knowledge of Dean Cocking and of our experience with him. We were glad to do this because we had come to know him well through cooperation in the University Center movement and truthfully could not say anything but good points about his character, reputation, and ideals.

Investigated the situation and taken action, the issues will be clearly drawn, and the question will have to be decided by Georgia itself as to whether it wishes educational administration or political dictation.

#### NEXT STEPS TO BE TAKEN

In Mississippi, Louisiana, North Dakota, and other places, situations very similar to those now prevailing in Georgia developed some years ago. In every case, after the people of the states learned the facts, they rose up in indignation and overthrew the political forces, however strongly entrenched. Most people with whom I have talked feel that similar results will be found in Georgia.

Personally, I would hate very much to have the educational interests of our state involved in a political race. On such an issue, I think the Talmadge regime would be overthrown; but I am afraid that a new administration, even though a reform one, would eventually play politics, also. We cannot solve education problems by putting the "ins" out and the "outs" in.

I am satisfied that the real solution will be found in a non-partisan program for governing the state institutions which probably might be agreed to by all candidates for governor and by the various candidates for the Legislature. I have no reason to admire Governor Talmadge or to trust him; but any fair-minded citizen of the state must know that he has some good points and that some of his policies have been helpful to Georgia. I have no idea who his opponent or opponents may be in any political race and whether they might be objectionable or not. I would hope that the next political race could be made on whatever general issue might be involved, but that *education* might be set aside as too sacred and too important a matter to be involved in ballots.

#### ALUMNI AND ALUMNAE GROUPS

It is just here that the alumnae of Agnes Scott College and the alumni and alumnae of other institutions throughout the state, both public and private or denominational, can be of real assistance. It is proposed that a non-partisan educational bill be drawn by friends of the University System and proposed before any announcements of candidates may be expected. It is hoped that friends of education throughout the state will be able to unite on this measure as a non-partisan affair and provide permanent security. It is hoped that these alumni and alumnae groups throughout the state can cooperate in sponsoring the proposals and that members of the Georgia Education Association (a great proportion of whom would be included in the groups, anyway) may likewise encourage such legislation.

Along such lines in other states, real progress has been made, and out of the disasters have in several cases come such an educational renaissance that the institutions have moved forward splendidly. We may surely hope that in this state all the citizens may come to feel the importance of higher state education and the need of more generous and wholehearted support for the various units of the University System.

#### AGNES SCOTT ALUMNAE

In former days, when relations were less cordial and cooperation between state and private institutions more rare, our college and its alumnae might have been merely interested spectators in such a state tragedy. Now, anything that injures Georgia State College for Women or the University of Georgia or Georgia School of Technology is of immediate concern to Mercer University or to Emory or to Agnes Scott. We are now partners, in spirit at least, in the education work of our state; and we do bespeak the keen interest and earnest cooperation on the part of all our alumnae in working out a fair and constructive solution of the whole problem.

# Introducing Mrs. Smith

*(The editors are undertaking to present some of the new campus personalities in a series of features this year. Although Mrs. Smith is a "Senior" at Agnes Scott, few alumnae have had occasion to meet her, and we hope to rectify matters somewhat in this article on the work done by her department.)*

"Whom can I get to hang my curtains in Inman 59?" asked the green little Freshman of her sponsor, about the middle of the first week of school.

"And what do I do with my suitcase and that trunk that we've already emptied?" asks her roommate wistfully. "I certainly would like to get our room straight before my mother comes back this week-end. Mother says that sister left me some rugs and a chair when she graduated last June, but where in heaven's name do you suppose they are?"

"Just see Mrs. Smith, girls; see Mrs. Smith in Main. She can straighten out all your problems," replies the know-it-all sponsor, and right she is!

"Mrs. Smith" is Mrs. Annie Mae F. Smith, supervisor of dormitories, whose new office on ground floor of Main is the center of almost as much activity as Dr. McCain's desk in Buttrick.

Mrs. Smith came to Agnes Scott in the fall of 1938, and, as she puts it, "is a Senior this year." A former teacher and administrator in the Florida school system, she had always lived in Florida until her decision to come to Decatur. She is a graduate of F. S. C. W., and has completed her Master's degree with the exception of her thesis, by doing work at Tallahassee, Duke, and the University of Florida.

In answer to our question as to how she happened to come to Agnes Scott, Mrs. Smith was very modest, but she *did* give us this information: she was doing graduate work at Tallahassee, when the personnel director there received a letter concerning the vacancy at Agnes Scott College. Three weeks later she had signed a contract and was making plans for her new job at Agnes Scott.

Mrs. Smith insists that she really had had no special training for this type of work, up to this point. She was one of a family of ten, and even before she kept her own home, she had assisted her mother in the complex organization that was involved in so large a family. Perhaps her most valuable trait is "plain, common horse sense," for this phrase has unfailingly appeared in her references, from the time she first filled out applications for admission into college until the present.

Nevertheless, Mrs. Smith took advantage of an opportunity to attend the first "house mother's training school" in the United States, a summer session at Perdue Univer-



sity, given for the benefit of deans, house mothers, and supervisors of dormitories. Classes on food, house management, personnel, wages, and hours, uniforms, and requirements were held each morning. In the afternoons field trips to various buildings in the Perdue college plant were scheduled, and discussions with the business manager, comptroller, purchasing agent, and deans of men and women brought forth much valuable information. Sample furniture, mattresses, chair cushions, tapestry, and rugs, linens, and even dishes were studied. After such a course, taken with 125 other dormitory directors from all over the country, one would feel much better equipped to tackle such a job!

From the green little Freshman coming from a small high school building to the majority of the new staff members, the first impression of Agnes Scott is unfailing, overwhelming, and Mrs. Smith was no exception! After eighteen years in one-story school buildings, where

everything is more or less connected, a college plant of thirty-six buildings spread over some twenty-five acres of campus was almost too much!

Consequently when Mrs. Smith found that her assignment included only sixteen of these buildings, it seemed smaller by comparison, and she immediately made plans to take care of three dormitories, eight cottages, White House, Buttrick, Presser, Murphey Candler and Harrison Hut.

Her staff includes a full-time assistant, and two student assistants who give nine hours weekly. Under her immediate supervision are twenty-eight regular servants, seven men and twenty-one women. (This does not include the staff maintained in the dining rooms, the gardeners, the servants for the library, science hall, laundry, gym or infirmary.) Her maximum staff of fifty-two is employed the fifteenth of August when the tremendous cleaning, necessary to get the college ready for opening, begins. The maximum pay roll has been \$400 weekly, and the average for the year is approximately \$200 (for this cleaning staff only). Servants have no group insurance as yet, but they are given half salary on sick leave, and are paid one week extra at Christmas and full time during spring vacation, even though they have one week off at this later time. Oldest member of the staff is Mary Cox, who worked at the

college for over fifty years, and who is still on the pay roll at half salary, as her "pension." (Dr. McCain says that Mary Cox is probably the richest person on the campus; at any rate she owns more real estate than anybody else on the staff!)

With the inauguration of a new system under a supervisor of dormitories, the whole campus underwent a thorough checking. Storage space, which has been misused for several years, has now become available for students and faculty residents under a very workable plan. Over a period of four years the following improvements have been made in storage: Inman attic is used for trunks from the whole campus. No longer are the halls littered with half-closed trunks; each girl's is arranged according to the floor on which she lives, and so spaced that it may be opened without moving other trunks. While the attic has to be locked, a student may get to her trunk at any time by simply asking Mrs. Smith. The closets in the halls in Rebekah Scott, Main, and Inman had housed the ancient white crockery pitchers, basins, and jars which were a relic of the Institute days. Many of these antiques have been sold, to the servants or other people, and the remainder of them given to the Colored Nursery School in Decatur. The closets are now the property of the students on the floor, and their hatboxes and light baggage are kept in them, easily accessible for spur-of-the-moment week-ends. The old wooden double and single beds have been sold to the servants, or disposed of in other ways, so that Main fourth floor is now available for all types of storage. Summer storage has been so well organized that if a student starts wiring back for the lamp or chair, which she forgot (minus description, size, color, or original location), Mrs. Smith can easily find it and send it to her. Now every article left for storage is registered with Mrs. Smith, and the owner's name, dormitory address and a description of the article are filed in the office. Chairs, boxes, lamps, radios, books are all stored during the summer, and, on requisition from the student when she returns in the fall, are delivered to her new campus address through the supervisor's maneuvering.

Most enlightening to the old grad are the changes which have been made in the students' living quarters themselves. In addition to the wonderful improvements in parlors and reception rooms in the buildings are various additions to the student living quarters. On each dormitory floor and in every cottage a "sitting room" has been fitted up. The wide lobbies of second and third Rebekah, Inman and Main are now attractively curtained, draped and chaired, and provide a gathering place for the entire floor. Although Main is the only dormitory fortunate enough to have entirely new furniture, other dormitory rooms do have new mattresses and beds, redecorated dressers (one each now), double desks, and two closets! And wonder of wonders, the college has made each girl a present of a broom, dust pan, and a non-leakable trash-basket!

While we aren't exactly living in the lap of luxury these days, we do have some things to make life wonderful, and Tabbie is one of them. When Main was done over this summer, Tabbie came into her own with a real pressing room, and she holds forth every Wednesday, Thursday, and Friday from 1 to 5 with an iron and the "best clothes" of every girl on the campus. The adoption of standard prices for pressing evening dresses and ironing pajamas makes this luxury fit any girl's budget, and the funds collected go to make "pin money" for the dormitory director's department. Then if you are one of those people who "did your own", you'll be overwhelmed with the jam-up pressing rooms on each floor of Main, equipped with clothes lines and ironing boards, as well as cabinets and hot plates for the traditional Sunday night snack! No longer are we

threatened with lawsuits from the irate students who get tangled up in the backstair-variety-of-clothesline!

We almost made the terrific mistake of asking Mrs. Smith to itemize her duties for a day, but came to, with the sudden realization that she could no more do that than our mothers could itemize theirs. Just for a rough idea, multiply your one house and two children by sixteen buildings and six hundred people, and you'll begin to understand.

The first hour in the morning she spends in her new supply room on the ground floor of Main (thanks to recent innovations), dispensing supplies to the servants on her staff and to those who keep other buildings as well. Each department makes requisition for supplies, which are ordered by Mr. Cunningham, and then turned over to the servants via Mrs. Smith. A file is kept of the material used by each servant so that any discrepancy such as the amount of soap used for third Main (when second Main houses the same number of students) is immediately evident. Maids' uniforms, men's white coats, linen for the thirty senior residents, fresh curtains, light bulbs, tissue paper, paper towels, bags, cleaning supplies, furniture and silver polish are all dispensed. The servant with a cold is reminded that he must go to the Infirmary for treatment; the health certificate that was late in coming in is examined and filed; the new maid is asked to bring in her tuberculin and blood-test certificates before she comes back to work. All this goes on in these daily conferences with the servants.

9:30-10:30 is open to students, and the requests run about like this:

"Mrs. Smith: Would you please have someone put up a bar in my room, next to my closet, so that I can hang my evening clothes up, as it is against the regulations to use the pipe already there. Thank you in advance." J. B., No. 65 Inman.

"Mrs. Smith: Please send me a man at 8:30 in the morning." Unsigned.

"Mrs. Smith: Will you please have someone tighten the spring of the right-hand bed in No. 57 Inman?" (Note: New beds have cut down on this request.)

"Mrs. Smith: Please see about the heat soon, because our room is very cold in the morning and afternoon." No. 86 Main. (Note: North side of Main is very cozy, now that the building has been done over.)

"Mrs. Smith: The bell in Boyd is not ringing. Could you please have it fixed as soon as possible? I'm afraid the girls might miss breakfast in the morning!" The house president.

"Mrs. Smith: We need a new pencil sharpener on second floor Rebekah, or at least the old one needs to be sharpened!"

And from the little Freshman who appears weekly with a request: "This time I've come to tell you how much we appreciate having the bulb and curtain rods put in so promptly. I wish we could meet you personally some time, but you seem to be like the good fairy whose presence is felt but not seen. Thank you so much." B. D.

And in the midst of this deluge of written requests will come some of the students themselves. This one thinks she has lost her laundry, but Mrs. Smith locates it on her shelf. The student had just forgotten to put her name in the bundle. Another wants to get her room sprayed; there was a mosquito in it last night. The president of Athletic Association wanders in, to discuss plans for a party at Harrison Hut this coming week-end, and she and Mrs. Smith discuss how much wood will be needed for the oven and two bonfires, how many people are to be served so that there will be plenty of dishes available. Half way out the door the president remembers that she is to have Senior Coffee in two weeks, and again asks for fires, this time in

the Murphey Candler, and a man to run errands on the appointed day. Not a social event takes place on the campus without this department's being involved in some way.

But it isn't all business between Mrs. Smith and the girls, for frequently they come in just to visit and to look over an interesting collection of books on her desk. Emily Post's *Personality of a House* gets all the engaged girls; every student has thumbed through *Your Best Foot Forward*, or *A Girl Grows Up*. The fact that Mrs. Smith has known Dean Stratton and Director of Residence Schleman at Perdue only makes the student more determined to put her "Best Foot Forward."

The next two hours are spent supervising students' rooms and giving the dormitories a general once-over en route. Room-inspection blanks have been inaugurated, on which the inspector checks unsatisfactory items, and indicates whether the student must or must not come by for a conference. If a "summons" for a conference is disregarded, the slip is turned over to the dean's office. News to us was the following report which is turned in to the dean each commencement:

NAME.....

SCHOOL YEAR.....

I. GENERAL APPEARANCE OF ROOM.

1. Orderly and well kept.
2. Attractive and inviting.
3. Some time disorderly and untidy.
4. Usually disorderly and untidy, and poorly kept.
5. Consistently disorderly.
6. Much improvement during the year.

II. CLOTHES IN CLOSETS AND DRESSER DRAWERS.

1. Orderly.
2. Usually orderly.
3. Usually disorderly.
4. Very disorderly and on room floor.

III. ATTITUDE AND COOPERATION.

1. Satisfactory and pleasing.
2. Satisfactory and indifferent.
3. Unsatisfactory.

Even the students have become aware of how much this can indicate, and many of them are giving Mrs. Smith's name for one of the five references in the permanent file.

The time-honored custom of having to pay the maid for making your bed if you get caught still goes, for:

*"Here's your dime, my dear Mrs. Smith,  
For having someone make our bed.  
Since you are gone, I'll give it to  
The maid—exactly like you said.  
(Drawing of a dime.)*

*We would have brought it without request.  
In fact, we would have gladly paid it—  
But somehow we got all mixed up  
And each thought the other'd made it."*

*(Drawing of bed from which issues snoring!)*

We are delighted that some people still have a sense of humor!

The afternoons are divided between office hours for the students and time for supervising all the duties that fall in her category. Old materials are constantly being reworked to make new curtains for some room, new slipcovers for some chairs, or new uniforms for some servants. Mary Cox's aprons are even cut down to fit some of the more streamlined maids. Somebody's watchful eye must be observing! Old rugs have been sent to Olsen, old wicker

*(Continued on Page 31)*

## Alumnae House Has New Staff Members



EUGENIA SYMMS, '36

The office is particularly fortunate in having Eugenia Symms, '36, as assistant alumnae secretary this year. Eugenia worked with the Richmond County Department of Public Welfare as a case worker for two years, and then became assistant group work secretary for the Y. W. C. A. Her splendid training in this work has admirably qualified her for the work of the alumnae office, and she is bringing many new ideas, keen enthusiasm, and a fresh viewpoint to the staff.

Student assistants include Betty Bacon, '44, of Jacksonville, Florida; Marjorie Patterson, '43, who has transferred to Agnes Scott this year, and who is from Winston-Salem; and Emily Higgins, '45, of Dalton, Georgia.

The new manager of the Silhouette Tea House is Mrs. Annette Smyth Breeden, of Selma, Alabama. Mrs. Breeden is a graduate of Mississippi State College for Women, and has served as home demonstration agent for Selma County, Alabama, for thirteen years. She has managed her own tea room in New York City, and for the past three years has been in charge of foods and personnel for the Quartermaster's cafeteria at Fort Myer, Virginia. She is rapidly making for herself a place on the Agnes Scott campus, and our best wishes for a most successful year are hers.



# From A Tower Window

## Music Appreciation Hours

The Music Appreciation Hours, presented last year under direction of Mr. C. W. Dieckmann and Mr. Hugh Hodgson of the University of Georgia, are being continued this year.

Programs will be presented on the first and third Mondays of each month, in Gaines Chapel, at 8:30 o'clock.

Mr. Hodgson opened the program with a piano recital on October 6; on October 20, a two-piano and organ program was presented by Miss Eda Bartholomew, Nell Hemphill ('38), and Mr. Dieckmann.

November 3, University of Georgia will illustrate the Development of Melody; November 17, the Agnes Scott String Ensemble will present a classical program.

Mr. Hodgson's program for December 1 will develop the dance rhythm and popular music. The last program for this month will be given on Sunday, December 14, when the Glee Club presents its annual Christmas carol service.

### Lecture Association Presents International Speakers

Second feature presented by Agnes Scott Lecture Association this year will be Dr. Ricardo Alfaro, Ex-President of the Republic of Panama, speaking on November 5, at 8:30, in Gaines Chapel. He will discuss the problem of "The Solidarity and Defense of the Americas." For thirty-five of his fifty-eight years, Dr. Alfaro has served his country and the Pan-American idea in the field of diplomacy. After serving his term as President, he returned to Washington as Minister, and during his tenure negotiated with Secretary of State Hull the important Panama Canal treaty. He has served as delegate to all the important Pan-American conferences of recent years. He is a member of the Permanent Court of Arbitration at The Hague and one of the founder-members and Secretary General of the American Institute of International Law. Decorated by six countries for his outstanding work in the diplomatic field, he brings to the platform his magnificent background of achievement together with fine speaking ability and a beautiful command of English.

On January 20, the Chekhov Players will present *Twelfth Night*. Those who have seen these players before say that their performances are excellent.

On October 24, Maurice Hindus, world-known author, lecturer, and radio commentator, spoke on the subject, "What's Happening in Russia?" As Mr. Hindus has just returned from Europe, his authentic information about the Russian situation was most revealing. He has been on the border of Russia since May, and had first-hand news about conditions there.

Some alumnae will remember his lecture at Agnes Scott in 1939, soon after his arrival from Czecho-Slovakia, where

he had been gathering material for one of his numerous books. Among these are: *Humanity Uprooted*, *Green Worlds, We Shall Live Again*, *Sons and Fathers*, *Moscow Skies*, *The Great Offensive*, *Red Bread*, *Broken Faith*, *The Russian Peasant and the Revolution*.

### Additions to the Teaching Staff at Agnes Scott

Agnes Scott began its fifty-third session with several new members of the faculty. Among these were Miss Susan Parker Cobbs, B. A. Randolph-Macon Woman's College, M. A. New York University, Ph. D. University of Chicago, who had formerly been a Latin teacher at Randolph-Macon. Her work at Agnes Scott is in the Latin and Greek departments.

Mrs. Florence J. Dunstan, M. A. Southern Methodist University, Ph. D. University of Texas, was formerly a member of the faculty at Southern Methodist University. Her work at Agnes Scott will be in Spanish. Mrs. Dunstan is the wife of Major E. M. Dunstan, who is a medical supervisor at Lawson Hospital just out from Atlanta.

Clara Morrison, Agnes Scott B. A. in '35, M. A. Emory University, is teaching English at Agnes Scott. Clara was under appointment to go to France as a Fellow from the Institute of International Education in 1939, but was unable to avail herself of this opportunity when the war began.

Miss Ann Vann, B. A. Salem College, M. A. Columbia University, is instructor in mathematics. Miss Vann is a recent member of the faculty of Queens College. Dr. Robinson continues his work at Fort McPherson, and is working with the advanced math students.

Margaret (Whittingdon) Davis, Agnes Scott B. A. '26, is assisting in the Chemistry Department this year.

Nell Hemphill, B. A. Agnes Scott '38, and certificate in piano from Agnes Scott, is an instructor in music. Nell is a former member of the Peace College faculty.

Beverly Coleman, ex-'41, and B. A. William and Mary, is an assistant to the librarian. Betsy Kendrick, '41, is keeper of the bookstore and postmistress. Beryl Healy, '41, and Grace Walker, '41, are Fellows in Biology and English, respectively. Miss Louise Will is assistant dietitian. Miss Carolyn Hewitt and Miss Caroline Dunbar are resident nurses.

Dr. L. D. Haskew, of Emory University, is also part-time associate professor of Education at Agnes Scott.

### Alumnae House Gets Beautiful "Fall Wardrobe"

Alumnae will be interested in knowing that the halls and guest rooms of the Alumnae House have recently been papered and painted, and that several additions have been made to the furnishings in the living rooms. An Audubon print, *The Brown Pelican*, has been placed on the right wall of the living room. A gold portrait lamp has been placed beneath the plaque of Miss Anna Young, which is the central figure of the living room. A lovely coffee table has also been added; the large sofa and three chairs have been reupholstered. Two serpentine chests, Chippendale reproductions, have been placed in the dining room flanking the mirrored doors, and two lovely flower prints have been added to complete this unit. The hall is papered in a beautiful French paper with burgundy roses forming a diamond pattern, and gray-green castles and windmills giving the scenic background. The little sitting room has been redecorated in gray-green. The upstairs

rooms haven't been completed, but color schemes of green, dusty rose, and ice blue have been planned, and much progress is being made.

#### Main Is Renovated

"Changeless forever stands the tower of Main," but never again can we say that about its exciting new interior! Main has had its face lifted, its internal face that is, and even the Freshmen have caught something of the lift that it gives the campus.

The once dark, gloomy halls are now attractive in cream and tan paper, with a very up-to-date dado in cream replacing the former walnut one. The small parlors are done in lovely shades of green and eggshell, with all the furniture done over and reupholstered. The most attractive of these is centered around a lovely portrait of Miss Nanette Hopkins, and the antique sofa which has been in the main parlor has been done in a blue-and-rose stripe, which plays up the colors in Miss Hopkins' portrait beautifully. The chairs matching this sofa have been done over in rose-and-blue crewel work. The large parlor on the right of the entrance is centered around portraits of Colonel Scott and Mrs. Agnes Scott, and the gold-and-red draperies here pick up the colors in the frames of these portraits. Lovely wing chairs, odd tables and occasional chairs complement the draperies and rugs, and make this one of the most attractive of all.

The dean's office has enlarged its quarters to include two small private offices for Miss Scandrett and Miss Hunter, and a small reception room connecting these with the main office. The switchboard has new quarters, and Ella's office has been moved across the hall from its former location. Even Ella didn't mind when she found that her door was to be the shaft of the new elevator!

Most wonderful innovations upstairs are the beautiful green-and-white tile baths. Two baths on each floor give eight showers, two tubs, fourteen lavatories, and ten commodes to thirty-five students. A pressing room, equipped with hot plate and dish cabinets as well as ironing boards and clothes racks, makes life very enjoyable on the second and third floors.

The halls are done with cream walls and a "caramel" dado, which is very nice with the hardwood floors and bathteship linoleum on the stairs.

Tech and Emory are blessing the "three phones per floor" as well as the little devices that keep tab of the "five minutes allowed" for each phone conversation.

Ground floor of the basement has been done over to make a large day-student lounge, and here students have tables and chairs for studying or lunching, lockers to accommodate their wraps or books, and a very attractive powder room.

Tabbie's pressing room has been mentioned elsewhere, as have Mrs. Smith's office and the linen room. Also enthroned in an office of his own is Mr. Armistead, the electrician, and this is quite a help to the campus, for now we know approximately where to find him when we need him.

Outside Main remains unchanged, except for the fact that the ivy is greener and the pyroanthus berries redder than ever before. Come see for yourself at Alumnae Week-End!

#### Agnes Scott Wins Again

For four consecutive years the *Silhouette* has received the All-American rating. The 1941 *Silhouette*, with Gene Slack as editor, and Helen Klugh as business manager, was chosen as one of the forty-three annuals meriting All-American rating. There were 933 high school and college yearbooks entered in the competition. Lutie Moore was editor in 1940, Adelaide Benson, 1939, and Virginia Watson, 1938, and all three of these annuals received the same honor.

#### Two Students From Foreign Countries

Entering a new school is nothing unusual for Inge Probststein, who is a Freshman at Agnes Scott this year. She was born in Frankfurt, Germany, and began boarding school life at the age of three. In 1933 she and her mother came to America. They crossed the ocean without spending a cent, for at that time they were allowed to take only \$2.50 out of Germany, and to land in America they had to have at least \$2.50.

Ginette Girardey, from France, is the foreign-exchange student on the campus. She spent most of her life in Algeria, as her father taught in the schools there. In 1939 she came to America to visit her aunt, Mrs. Linton B. Swift. Mr. Swift is director of the Family Welfare Association of America. After war was declared she decided not to return to France and attended a French school in New York before she enrolled at Agnes Scott as a Junior.

#### Emory's 'Higher Learning' Is Very Popular

The Hottentots gracing the Emory campus are becoming more and more numerous as time goes on. The campus is beautiful, the classes are helpful, and they say that the co-eds say 'tis worth the taxi fare. The most popular courses are English history, sociology, journalism, accounting, and money and banking.

Some say there is an advantage to being the only girl in the class, because the professor completely ignores her. Others report that there are only two girls in their class, and the professor calls on them all the time. The most embarrassing day in the journalism class was the day the class was divided into couples to interview each other. When our co-ed heard some of the personal questions her partner asked, such as: "Which do you consider the more important, a career or marriage?" she refused to answer. This same girl was, however, made the society editor of the school paper, *The Emory Wheel*.

All the girls describe study in the Emory Library as an impossibility, because of the noise. (Can you think of another word that rhymes with noise to make studying there impossible?)

Emory boys also take advantage of the courses on the Agnes Scott Campus, and we sometimes see them in the halls of Buttrick and Presser.

#### Class Honors

Dr. J. R. McCain announced that thirty-one girls attained class honors in the 1940-41 session.

They are as follows:

CLASS OF 1942: Lavinia Brown, West Union, South Carolina; Billie Gammon Davis, Brazil; Susan Dyer, Petersburg, West Virginia; Mary Lightfoot Elean, Bainbridge, Georgia; Margery Gray, Union, West Virginia; Ila Belle Levie, Montezuma, Georgia; Mrs. Lois Ions Nichols, Atlanta, Georgia; Jeanne Osborn, Atlanta, Georgia; Julia Ann Patch, Spartanburg, South Carolina; Priscilla Reasoner, Bradenton, Florida; Betty Sunderland, Decatur, Georgia; Frances Tucker, Laurel, Mississippi.

CLASS OF 1943: Charity Crocker, Brazil; Martha Dale, Atlanta, Georgia; Jane Dinsmore, Atlanta, Georgia; Jane Elliott, Atlanta, Georgia; Dorothy Holleran, Lynchburg, Virginia; Ruth Lineback, Atlanta, Georgia; Jane McDonough, Fort Benning, Georgia; Dorothy Wheeler, Alexandria, Virginia.

CLASS OF 1944: Clara Bennett, Yazoo City, Mississippi; Anastasia Carlos, Atlanta, Georgia; Lucy Cobb, Atlanta, Georgia; Barbara Connally, Tampa, Florida; Betty Vee Converse, Atlanta, Georgia; Mary Eloise Henry, Atlanta, Georgia; Gwendolyn Hill, Atlanta, Georgia; Ruth Kolthoff, Miami, Florida; Mayne Lyons, Decatur, Georgia; Mary Florence McKee, Columbus, Georgia; Anne Ward, Selma, Alabama.

# MAGAZINES HANDLED BY ALUMNAE OFFICE

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<i>Magazine</i>	<i>One Year</i>	<i>Two</i>	<i>Three</i>	<i>Magazine</i>	<i>One Year</i>	<i>Two</i>	<i>Three</i>
American	\$2.50	\$4.00	\$6.00	Look	\$2.00	\$3.50	\$5.00
American Girl	1.50	2.00	3.00	Magazine Digest	3.00	5.00	
American Home	1.00	1.50	2.00	McCall's	1.00	1.50	2.00
Arts and Decoration, comb, with Spur	3.50	6.00		Minicam	2.50	4.00	
Better English	3.00	5.00		Motor Boating	3.00	4.50	
Better Homes and Gardens	1.00	1.50	2.00	Nature Magazine	3.00	5.00	
Child Life	2.50	4.00	5.00	Newsweek	4.00	6.00	8.00
Children's Activities	3.00	5.00	6.00	Open Road	1.00	1.50	2.00
Christian Herald	2.00	2.50	4.00	Out Doorsman	1.50	2.00	
Collier's	2.00	3.50	5.00	Parents' Magazine	2.00	3.00	
Country Gentleman	.25	.50	.75	Physical Culture	2.50	4.00	
Country Life	5.00	8.00		Popular Mechanics	2.50	4.00	
Dance Magazine	2.50	4.00	5.00	Progressive Teacher	2.50	4.00	6.00
Etude	2.50	4.00		Readers' Digest	3.00	5.00	
Flower Grower	2.00	3.00		Readers' Digest (Special Xmas Offer Oct. 25-Jan. 15, '42)	2.75	5.00	7.25
Forbes	4.00	6.00	8.00	Extra subscriptions by same person (one year only)	2.25		
Foreign Affairs	5.00			Red Book	2.50	4.00	6.00
Fortune	10.00	17.00		Saturday Evening Post	2.00	3.00	4.00
Good Housekeeping	2.50	4.50	6.00	Science Ill.	3.00	5.00	7.00
Harper's Bazaar	5.00	7.50	10.00	Scientific American	4.00	8.00	12.00
Harper's Magazine	4.00	6.00	8.00	Time (new)	5.00	8.00	12.00
House Beautiful	2.50	4.00	6.00	Time (renewal)	5.00	7.50	10.00
House and Garden	3.00	4.00	6.00	Town and Country	5.00	9.00	12.00
Ladies Home Journal	1.00	1.50	2.00	Woman's Home Companion	1.00	1.50	2.00
Jack and Jill	2.00	3.00		World Digest	3.00	5.00	7.00
Liberty	2.00	3.00	4.00	You and Your Child	3.00	6.00	9.00
Life (Until Nov. 10)	3.50	7.00	10.00	Your Charm	1.50		
Life (After Nov. 10)	4.50	9.00	13.50				

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# *"We Come of Age"*

## THE ANNA YOUNG ALUMNAE HOUSE

ERECTED IN 1921 FROM FUNDS JOINTLY SUPPLIED BY  
THE BOARD OF TRUSTEES AND THE AGNES SCOTT ALUMNAE  
ASSOCIATION

DEDICATED JANUARY, 1922

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Our Alumnae House, the first of its kind in the country, is approaching its twenty-first birthday. Next November it will come of age, and it is fitting that it begin to stand alone. For years the college has been responsible for every major and minor piece of maintenance or upkeep necessary for the House. The College has also made us a generous annual gift, which has substantially augmented our budget for a number of years. Beginning this fall, the College is asking that we make the upkeep of the House our own responsibility. However, the budget adopted last June and made out on the basis of last year's income cannot be adjusted to include this emergency fund immediately. Two committees have taken their courage and their small allotment from the Alumnae Association budget, to do wonders with paper and paint for the halls and three guest rooms. Such improvements make us overly conscious of the dire need in other parts of the House. We do not want to solicit funds for such things as "paper and paint"; an organization as large as ours should have a sinking fund for such essentials.

Your alumnae secretaries have undertaken to set up a magazine agency, and we now have the authority to handle the better magazines as community representative, and on equal footing with any salesman through whom you may have been subscribing for your periodicals. When you know that commissions range from twenty to fifty per cent of subscription price, you will realize that this agency could make available several hundred dollars a year. Then we feel that you will give us your unreserved support in our effort to establish a sinking fund. Enclosed in this Quarterly is a list of magazines we handle with subscription rates. Won't you look over it carefully, considering it from the personal angle, and as a possible solution for some names on your Christmas list?

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AGNES SCOTT ALUMNAE OFFICE  
AGENT FOR THE BETTER MAGAZINES

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# AGNES SCOTT

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JANUARY, 1942

# *Education Is Defense*

"Truth crushed to earth will rise again;  
The eternal years of life are hers;  
While error, wounded, writhes in pain,  
And dies among her worshippers."

Today on every hand we see educated men and women, and uneducated men and women working hand in hand to equip and train our many lines of defense on land, on the sea, and in the air. America is united as never before and all have risen to their task in the time of crisis.

However, this terrible conflict between two ideas of life will pass, war will cease, a new peace will be written and civilization will continue in the future as it has for centuries in the past.

Those of us who see the sorrows of the present conflict might well resolve, more earnestly than any group before, that out of this chaos of terror must be wrought some system of safety for the future.

While we offer our interest, our time and our money for the emergencies of the present we must also build for the future. Our schools and colleges now have greater responsibilities than ever before. We all need to be taught to view the long-time purpose for life. We must be calm and think clearly. Upon the shoulders of the college-trained, will fall the responsibilities of sane planning for a future life of liberty and happiness. This destruction by shot and shell will pass, but education and our search for truth will endure. The roots of our lasting defense are deeply imbedded within the walls of our schools and churches everywhere.

## THE AGNES SCOTT ALUMNAE QUARTERLY

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# ACROSS THE PRESIDENT'S DESK

Dear Alumnae:

A request has been made that I bring up to date the status of the state schools in Georgia, and I am very glad to give a brief supplementary statement.

As most of you will recall, on October 14 of this year the University of Georgia was dropped from membership in the Southern University Conference. Since the Conference is not an accrediting organization and since the University of Georgia was the only member of the University System of Georgia to be affected, this dropping was not particularly significant except that it indicated the feeling of the educational world, and the unanimity of action was impressive.

About two weeks later the Association of American Universities dropped from its approved list the University of Georgia and Georgia School of Technology. These were the only two state institutions in Georgia which were on their approved list. Very little has been said about this action, but it is far more significant than the attention given to it would indicate. The Association of American Universities is the most powerful accrediting organization in the world, and it deals with all the institutions in the United States which wish distinction. It is not sectional or regional in any sense—for example, it is necessary for an institution to be on the approved list of this Association before it can be considered for membership in the American Association of University Women or before it can be considered for chapters of Phi Beta Kappa or Mortar Board. Recognition by this Association is essential for the credits of an institution to be accepted in foreign lands.

As ten units of the University of Georgia System held membership in the Southern Association of Colleges and Secondary Schools, and as this Association is recognized by the United States Government and by most professional groups as having jurisdiction in the South, it has been clear that a great deal of importance would attach to the action by this Association in its meetings on December 1-5. A very able committee had been appointed to conduct hearings, and they met several times. They conducted a two-day hearing in Atlanta at which testimony was given by most of the people and institutions directly involved. In Louisville, Kentucky, where the Southern Association met, the special committee reported and the matter was very carefully considered by four different groups. These were the Executive Council of the Higher Institutions, the whole Commission of Higher Institutions, the Executive Committee of the entire Association, and finally the Association itself. When the vote was taken, the decision was unanimously in favor of the committee recommendations.

The decision was to drop all ten of the Georgia institutions under state control which belonged to the Association. The date of dropping was made September 1, 1942, so that those who are in the graduating class for the current session, or who expect to graduate in the summer, may not have their degrees invalidated. Similar consideration was given to students in Mississippi institutions and in Louisiana colleges when they were disciplined some years ago.

The issues now are very simple and clear. All will depend on the next Georgia election. If a governor and a legislature are elected who will eliminate undue political influence in educational matters, the institutions will stand a good chance of reinstatement. They cannot be kept in



good standing unless adequate educational safeguards are provided.

It is extremely important that this whole matter be handled from a non-partisan standpoint. We hope that all candidates for the position of governor and all candidates for the legislature may agree on satisfactory bills. If not, then the issue will be very clear as to which candidates ought to be chosen.

It is hoped that the alumni and alumnae of the various institutions concerned will take the initiative in preparing suitable legislation, and that the alumni-alumnae groups of all the other colleges in the state will cooperate with them. It will be a sad day for Georgia if we lose this opportunity.

Feeling sure that Agnes Scott alumnae will do their full part, I am,

Cordially,  
J. R. McCain, *President.*

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# TWO GREAT TEACHERS

BY DR. GEORGE P. HAYES

*(This talk on high intellectual attainment so impressed the students and faculty that the editors are printing it here for the intellectual stimulation of our readers.)*

In my embarrassment at being asked to speak to such an audience on such a topic as High Intellectual Attainment, I went, as I often do, for consolation and relief to Shakespeare, and found the fortifying words I needed in *Midsummer Night's Dream*. You remember that in Act V of that play Duke Theseus calls for entertainment to celebrate his wedding. His master of the revels, Philostrate, tells him that a play has been prepared by "hard-handed men that work in Athens", but it is such a crude performance that it is certainly not suitable for Duke Theseus; to which Theseus replies,

"I will hear that play;

For never anything can be amiss,

When simpleness and duty tender it."

And so I tender these remarks to you in a spirit of "simpleness" and duty.

When Betty Medlock gave me my topic for today she said, "Make it attractive." I went to work on a speech, and when I had finished I suddenly remembered what she had said, and it came over me that I had not made intellectual attainment attractive. Then I asked myself what had made intellectual attainment attractive to me as an ideal, and the answer came that it was due in part at least to great teachers I had had. And so I present to you this morning George Lyman Kittredge and Irving Babbitt. And first, George Lyman Kittredge.

Professor Kittredge was a tall spare man, always dressed immaculately in a silver gray suit the color of his cigar ash, with keen blue eyes, a great white spade beard, and a dome-like forehead crowned with pure white hair once fiery red. In appearance as in mind he was every inch a king: I never read *King Lear* that I do not picture him as Mr. Kittredge.

He came of old Yankee stock, and he was typically Yankee in his shrewd common sense, his realistic approach to life, and his vast respect for learning. I always suspected a Norse strain in his ancestors for he had the size and the bearing of an ancient Scandinavian chieftain and at least a touch of Berserker rage on occasion. Perhaps that is why he made such a good teacher of *Beowulf*. As a student in his class once remarked, "I am studying *Beowulf* with old *Beowulf* himself."

He was the sort of man about whose name legends gather. Many of these are trivial, foolish, and apocryphal. One story runs to the effect that once in search of a bit of information he got on a boat and went to England, presenting himself at the British Museum incognito. There he was told that only one man in the world could answer his question and he lived in Cambridge, Massachusetts—G. L. Kittredge. This anecdote never really happened to Professor Kittredge, but something of the sort did once occur to Kittredge's teacher, Francis James Child. A story which is true tells how at a banquet when people were saying that Bacon wrote the plays of Shakespeare, Kittredge took the Baconian cipher and proved with it that the poet Keats had written the menu of the banquet. The Harvard students had such respect for his learning

that in their comic monthly magazine, *The Lamppoon*, they ran a cartoon representing Professor Kittredge lecturing from his platform on Shakespeare while down in the front row of seats, in Elizabethan doublet and hose, sat Shakespeare himself, industriously taking notes!

It is said that Professor Kittredge formed his teaching method when he began his career as instructor in the Classics in a preparatory school. He seems to have reached the conclusion that the student body consisted of a compound of ignorance, dullness, indifference, and conceit, and that it was his task to whip it into shape with the whip of terror. He was an actor; he used to say that the teaching profession had all the advantages of the actor's profession with none of its risks. Picture him of a Monday morning—a blue Monday—when the Harvard undergraduates had returned to the Yard for relaxation after a strenuous weekend. As he strode into the classroom his white hair seemed fairly to bristle and his blue eyes seemed fairly to burn. For the student that hour was sure to be an "adventure perilous and golden."

His method of studying Shakespeare was minutely textual, with the aim of finding out "what Shakespeare said and what he meant when he said it." "His ideal was complete and accurate understanding." He would open the class with questioning. As Stuart P. Sherman tells the story:

"'Mr. A! How does a play begin?' 'With dialogue,' hazards Mr. A. 'Mr. B! How does a play begin?' 'With the introduction of the characters,' stammers Mr. B anxiously. 'Mr. C! How does a play begin?' Mr. C, who is from the Gold Coast, quietly mumbles, 'I don't know.' The hunt is afoot. The next dozen men go down amid derisive snickers—no one dares to laugh aloud—like clay pipes before a crack marksman. Panic spreads. Half of us refuse to answer to our names. The other half, in desperate agitation between an attempt to conjure up any sort of reply and a passionate desire to sink through the floor, shudderingly wait for the next victim, till the pursuer, at last weary of the sport, cries out, 'A play begins in *mediis rebus*!' Then we turn to the text. 'We would not die in that man's company that fears his fellowship to die with us.' 'Mr. X! Explain "that fears his fellowship to die with us." ' Mr. X proffers something very elaborate and very confused. 'Somebody explain that explanation'—this with the true Johnsonian shout. 'Mr. Y!' Mr. Y moistens his lips, starts, hems, hesitates, fumbles for words. 'Come! Come! Mr. Y, Times flies! Hell threatens! Heaven invites! Mr. Y shuns salvation and hangs silent in Limbo. . . . Like many others of the great experiences of life, it was a rigorous ordeal while one was undergoing it, but it was pleasant to look back upon years afterwards, and, like Purgatory, it was very salutary.'

His method with graduate students was entirely different: "Jupiter Tonans gave way to benignant Jove." One of my friends said that listening to his lectures was like taking an intellectual bath. His seminar courses met in the evenings in his home, where his study overflowed with

books, notes, and papers. When the student had finished reading aloud his course thesis to the small group assembled, Professor Kittredge would go to his boxes of notes and draw out the references which he had collected on that very subject years before, and the student who thought he had exhausted the subject would receive extensive additions to his knowledge. As Professor Sherburn has said, "His final effectiveness depended on the fact that he never seemed to be telling all that he knew. One got the impression of vast reserves of literary and scholarly experience, and it was this vast reservoir that generated, so to speak, his most powerful appeal. He did not get up lectures; he lectured on topics that he had lived with."

The extent and accuracy of his learning might be illustrated by a story drawn from my own experience. I was taking a course in Gothic, and was puzzled by a point which the professor, then teaching the course for the first time, had not made entirely clear. Immediately after the Gothic class came a class with Mr. Kittredge. I asked him the question in Gothic though his subject of instruction was English only. Instantly he answered the question and cleared up the obscurity entirely. He seemed to know an almost indefinite number of languages. I have been told that, needing to read an article written in Lithuanian, he "got up" enough of this language to meet his purpose over a week-end. But I think this story is an exaggeration.

When he was writing his book on witchcraft, he used a carrel in the Harvard Library stack close to mine—in fact, too close for comfort. When he was there, or in fact even when he was not, I felt that I was "ever in my great Taskmaster's eye." Yet he was all kindness, sympathy, and helpfulness in his dealings with the advanced graduate students. This was particularly the case in the doctoral examination. It was due primarily to him that many can look back upon their three-hour "oral" as among the pleasantest and even most thrilling experiences of a lifetime. And the highest praise that a student could receive was that which Mr. Kittredge accorded Mr. Lowes when the latter completed his examination: "This has not been a doctoral examination but a conference of scholars."

After the student had received his doctorate and had begun his own teaching career, Professor Kittredge the teacher merged in George Lyman Kittredge the friend. It has been said that he inspired and helped in the production of more works of scholarship than anyone else in this country. His own greatest achievement was not the imposing books which he wrote nor even the great graduate school which he built up, but rather it was the impress which he left upon his many students.

And now for Irving Babbitt, nominally Professor of French Literature in Harvard University, actually professor of things-in-general. He was in many ways the exact counterpart of Mr. Kittredge. Kittredge was a product of the German school, Babbitt of the French. Kittredge was primarily concerned with determining the objective fact; Babbitt was interested in general ideas. They were thus complementary to each other in the education of the student.

Those of you who are Freshmen might be particularly interested in knowing what Irving Babbitt was like as a Freshman in Harvard College. Already when he entered Harvard he had read in high school Horace in Latin and Sophocles in Greek. I have to record the sorrowful fact that as a Freshman he cut more classes than anyone else in his class. But he was spending his time reading in the original such recondite authors as Porphyry and Apollonius of Tyana. In other words, long before the days of honors' reading and as a Freshman he was pursuing a privately

initiated course of that kind. Already as a Freshman he was reveling in the glories of Faust (in the original) and he was deep in the study of Buddhism (at this time in translation only). Already as a Freshman he had taken up the fundamental positions for which he was to battle throughout a lifetime—a position which might be defined roughly as Classicist in literature, Aristotelian in ethics, and a sort of modified Buddhist in religion.

Now for Irving Babbitt as a teacher. His two principal courses were the Romantic Movement in Europe and the History of Literary Criticism. He would begin a lecture at a given point in one of these fields, but he would soon be ranging far away over the literary horizon in search of material for illustration, comparison, or contrast. The best description of Professor Babbitt's classroom method is by Stuart P. Sherman, from which I quote:

"He deluged you with the wisdom of the world, his thoughts were unpacked and poured out so fast you couldn't keep up with them. You didn't know what he was talking about, but you felt that he was extremely in earnest, that it was tremendously important, that some time it would count; that he was uttering dogmatically things that cut into your beliefs, disposed derisively of what you adored, driving you into a reconstruction of your entire intellectual system. He was at you day after day like a battering ram, knocking down your illusions. He was building up a system of ideas.

"You never felt for a moment that he was a pedagogue teaching pupils. You felt that he was a Coleridge, a Carlyle, a Buddha, pouring out the full-stuffed cornucopia of the world's wisdom upon your head. You were no longer in the elementary class. You were with a man who was seeking through literature for illustrations of his philosophy of life. You were dealing with questions on the answer to which the welfare of nations and civilizations depended. He himself seemed to know the right answer and was building a thoroughfare of ideas from the Greeks to our own day.

"You went out of the room laden down with general ideas that he had made seem tremendously important, ideas which you met in the newspaper, in the next book you read, in the next man you met. He related for you a multitude of separate and apparently disconnected tendencies to the great central currents of thought. You carried away also a sense of the need for immense reading. He had given you theses about literature, about life, which you would spend a lifetime in verifying."

It was a basic belief of Babbitt's that every age is dominated by certain concepts, attitudes, "imaginized ideas", and that the worth of civilization is to be determined by the soundness of its ideas. His method was, in effect, to analyze the ideas of the principal civilizations of the past, particularly the early nineteenth century, and to test them by standards drawn largely, in the religious sphere, from Christianity and Buddhism, and, in the humanistic sphere, from Aristotle, Sophocles and Confucius. Judged by such standards the romantic, sentimental and utilitarian currents of thought of modern times seemed to him far from admirable, and he attacked them with gravity and force. In cutting squarely across the main currents of his time he awoke intense opposition on all sides, and he had to fight his battle throughout a lifetime almost alone. It is only today, nearly a decade after his death, that his general position is beginning to find wide acceptance. Courses in Literary Criticism from Plato to Babbitt are now established in Harvard, Yale, North Carolina, and other leading universities.

(Continued on Page 5)

# From The Editors' Notebook

## CLUB CHATTER

Atlanta Agnes Scott Club will sponsor an autographing party for Evelyn Hanna, ex-'23, on January 19, the publication date of her newest novel, "Sugar in the Gourd".

The party will be held in Rich's Book Shop from three-thirty until five. Invitations have been issued in the name of the Atlanta Club to alumnae throughout the state.

Spring program for the club is a series of book reviews by Emma Garrett Morris, these to begin with the March meeting of the Club.

\* \* \*

Atlanta Business Girls Club are sponsoring a study course which meets on alternate Monday nights in the Alumnae House. Mrs. Roff Sims, instructor in history at the college, has begun a series of lectures on current events, and will continue her discussions on the fourth Tuesday of each month through April.

Roberta Winter, '27, professor of speech at Agnes Scott, is giving a separate series of talks on modern drama, and the concluding lecture in the series will come on the second Tuesday in February.

The speaker for the January meeting of this group will be Miss Emily Woodward, who will discuss "Women's Part in National Defense".

\* \* \*

Columbia, S. C.: The Alumnae Secretaries had the good fortune to meet with the Columbia, South Carolina, alumnae on December 2, while they were attending a conference at the University of South Carolina. Caroline (Jones) Johnson, ex-'31, is president of this group. Katherine (Kirkland) Geiger entertained the club at her home, and was assisted by Jo (Smith) Webb, '30, and Eva (Wassum) Cunningham, '23. Among those present were Eva (Gary) Copeland, ex-'40, Ruby (Hutton) Barron, '36, Mary Ellen Whetsell, '39, Elizabeth (Griffin) Smith, '25, Martha (Stigall) Donelan, ex-'33, Mary G. (Rushin) Halsey, Academy, Helen (Wright) Smith, '24, Elizabeth (Woolfolk) Moye, '31, of Batesburg, S. C.; Mimi (O'Beirne) Tarplee, ex-'32, Ellen (Davis) Walters, '36, Louise (Sherfessee) Withers, Vera (Pruett) LeCraw, '35, Jane (Fisher) Dana, ex-'19, Bess (Powell) Stubbs, ex-'10, Julia (Green) Heinz, Academy, Harriet (Milledge) Sally, ex-'08, Eugenia Symms, '36, and Nelle (Chamlee) Howard, '34.

\* \* \*

Washington, D. C.: The Washington Club's monthly meetings have been very well planned, and the spring program appears just as interesting as the fall meetings have been. The January speaker is Phyllis Gallagher, currently popular contributor to Good Housekeeping Magazine. The February program promises a discussion of food by an outstanding nutritionist, Rev. Peter Marshall will speak on "The Only Certainties in an Uncertain World", at the March meeting. April promises a luncheon and a trip to the Franciscan Monastery. May and June will be luncheon and garden party tea respectively. Pat Collins is president of this group, with Janice Brown as vice-president and Margaret (Bell) Burt as secretary.

## TO ARMY WIVES AND THOSE WHO MOVE

This war keeps us busy! When troops move some Agnes Scott alumnae move too and then the alumnae office has a hard time trying to keep the correct addresses on all of their files. An alumna has many names on four to seven separate files: a master file, a geographical file, a married file, a class file, a file for those who have paid dues in the past and a mailing list for all those who will receive the Quarterlies this year.

We learn about some of these new addresses from conversations we hear, newspaper clippings or from the class secretaries. Some thoughtful alumnae writes us a card or letter and tell us. But there are many incorrect addresses in our files and often mail that we send out is returned to us unclaimed.

We would like to make a request that would apply to all alumnae and especially army wives.—Please take time out to drop us a card so we will have your new address as soon as you move. If you "are a part of the army" and there is a possibility that your address will change often, then send us your parents' address and let your mail be forwarded to you by them.

We have been told by army officials that if we do not know the Regiment and Company of the man in service, the mail will not reach him; an address like Camp Shelby, Miss., may not be of any help to us in locating you through your husband.

We do not want to lose any of you so please keep us posted!

\* \* \*

## LECTURES ON THE CAMPUS

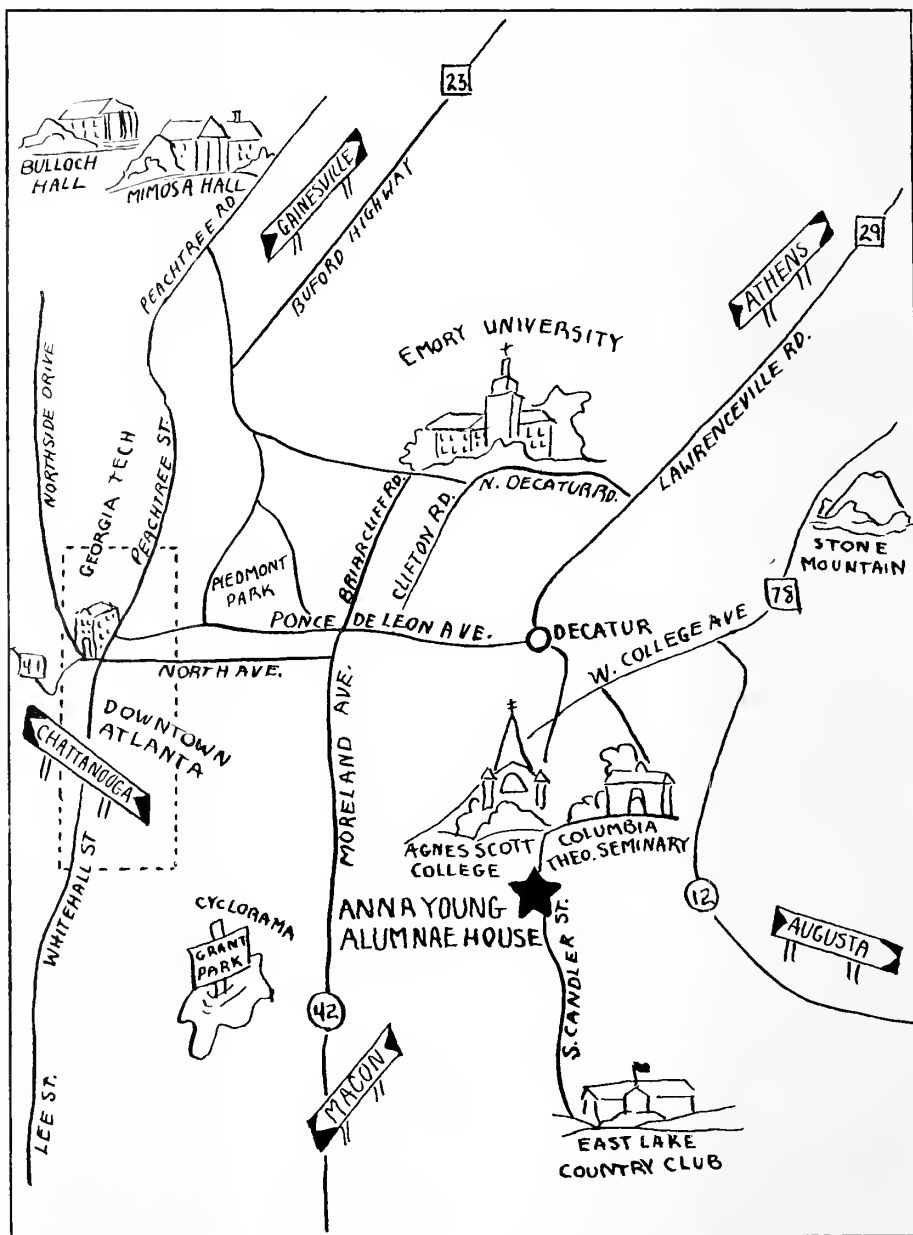
On February 8, the Lecture Association will present Fay-Cooper Cole, Anthropologist, from the University of Chicago. His subject will be, *An Anthropologist's View of Race*. This deals with race and race problems, particularly as they relate to the present conflict in Europe and Asia.

On April 7, Mr. H. S. Ede, formerly curator of the Tate Gallery in London, will speak on the subject, *The Pictures in the National Gallery in Washington*. He will stay on the campus most of the week for conferences with students. He will speak to the students on *The French School of Painting and What Are Pictures?* Mr. Ede was on the campus several years ago and his wide popularity then has prompted this invitation for a second visit. The alumnae are invited to all three of these lectures.

THANKS TO THE GENEROUS RESPONSE FROM THE CAMPUS AND THE ALUMNAE, OUR MAGAZINE AGENCY IS QUITE A SUCCESS. We have realized enough profit from it to date to pay for the papering and painting of the tea room, and we are very glad that we can make this contribution to the Alumnae Association budget. Our fervent hope is that you will remember the Alumnae Office subscription agency when you have to decide what to do with your left-over grocery money, and when the problem of a suitable gift for a birthday or anniversary comes up.



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# AGNES SCOTT

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# ACROSS THE PRESIDENT'S DESK

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DEAR AGNES SCOTT FRIENDS:

Most of you have probably seen in the daily papers a report on the University Center financial campaign, but I think we may be justified in making a record of it for permanent purposes in our *Alumnae Quarterly*. It is "a within-the-family" report.

## An Amazing Total

The six institutions involved (Agnes Scott College, Columbia Theological Seminary, Emory University, Georgia School of Technology, University of Georgia, and Atlanta Art Association) have received, in cash, gifts or bequests during our campaign period amounting to slightly more than \$12,000,000. It is the largest sum that has ever been secured in the South by a general campaign. Except for the Duke Foundation, it is the largest contribution to higher education in the South that has been made in our history.

Emory University received by far the largest gifts in the campaign, but a considerable part of its share was designated for hospitals or medical development, so that it will not have available for the development of a graduate school as large a sum as we had hoped. Included in the Emory assets are the Crawford Long Hospital, valued at approximately \$900,000; nearly \$1,000,000 more for the enlargement and development of this hospital; a gift of \$550,000 to enlarge the hospital on the campus; \$175,000 for a new hospital building in the Emory unit at Grady Hospital; approximately \$750,000 for the endowment of departments in the Medical School; and other smaller items.

Gifts for Columbia Seminary reach nearly \$250,000. A bequest for the Atlanta Art Association is estimated at more than \$700,000. The University of Georgia has received through bequests or gifts in excess of \$800,000, and Georgia School of Technology has received more than \$100,000.

## Agnes Scott's Share

Our part in the total sum subscribed amounts to slightly more than \$1,500,000. While it is small in comparison with the Emory amount, it will all be available for things which we need most and will be a great blessing to the institution. The General Education Board of New York is furnishing \$500,000 of our total sum. The officers were so certain that we would win in our campaign that they took the unprecedented step of allowing us to have \$100,000 of their grant *in advance*, so that we might use it for the erection of the much needed Presser Hall, Gaines Chapel, and Maclean Auditorium.

One thing that encouraged our friends in the philanthropic foundations, and also other supporters of the College, was the fine campus campaign among students and faculty which inaugurated the effort and which furnished more than \$52,000 as a beginning in the total effort. During the closing days of December, 1941, we received a single check of \$200,000 from a source which must be anonymous for the erection of a new science hall when the way is clear. Other valuable contributions were made about the same time, so that to us last December will not simply be the beginning of our war with the Axis, but the closing of a great campaign.



## Difficulties

No campaign is ever easy, and this particular one had its full share of problems. It was somewhat complicated because Agnes Scott and Emory were combining their efforts, and it is never easy to present two institutions at the same time. The public was somewhat confused, also, by the University Center idea, which involved six institutions; and it was hard to explain why only two of these were actively seeking funds at the particular time.

World conditions were also far from settled. On the very day that the newspapers carried the account of our joint effort, Poland was invaded by Germany. During the week of intensive soliciting in the Atlanta area, France fell and the stock market went to pieces. During last summer, when our efforts had spread to the wider areas of the South, the University System of Georgia became involved in political disputes, and our task was complicated. When the final efforts were being made in December to bring the campaign to a conclusion, the United States entered the World War.

## Our Seventh Campaign

While this was our first joint campaign, it was not by any means the first one on our own account, as many of you have good reason to know. It was our seventh effort on a large scale.

Very soon after John D. Rockefeller, Sr., established the General Education Board, Dr. Wallace Buttrick, its president, on his own initiative approached Agnes Scott about a conditional grant. In 1909, an offer of \$100,000 was made if the College would raise \$250,000. That was before my day at Agnes Scott. In all the others, I had some opportunity of participation.

The second offer by the Board was in 1919, with a gift of \$175,000 on condition that Agnes Scott raise an additional sum of \$325,000. This was soon followed in 1921 with an offer of \$100,000 if the College should raise an additional \$150,000. This particular grant was made to encourage the College to raise its salaries. At that time, a

full man professor received \$1,500, and a full woman professor, \$1,000.

A period of nearly ten years elapsed, and in 1929 the General Education Board offered \$300,000 if the College would raise \$600,000 from other sources. Almost immediately, in 1930, the Board agreed to give \$200,000 additional if the College would provide \$400,000 from other sources. We were in the midst of the depression at that time, and collections were quite difficult. In 1934, the General Education Board offered an additional \$100,000 if the College would collect in full the subscriptions which were made in 1929 and 1930. As some of our subscribers were not able to pay, it was necessary to raise new money to a considerable extent.

In each of the seven campaigns which have been encouraged and sponsored by the General Education Board, Agnes Scott has been able to get fully subscribed the requisite amounts and also able to collect in full what was needed. There have been more than 12,000 subscribers to these various amounts, and it has been the large number of these (not to mention their self-sacrificing loyalty) which has encouraged the Rockefeller people to be continuously interested in the College.

It is noteworthy that during all these years, with so many gifts and so many relations, the General Education Board authorities have never once made any suggestion as to how the College ought to be run, and it has never shown anything but approval of the spiritual emphasis which we try to give.

#### Improvements

The alumnae campaign to raise \$100,000 toward the erection of Hopkins Hall, a fine new dormitory, has been one of the notable features of our whole effort. It has been ably directed by Mrs. Sam Inman Cooper (Augusta Skeen) and is nearing its objective. If all of the money given by alumnae had been applicable to this project, it would have been "over the top" before this time. Quite a number of gifts from former students have been designated for other worthy projects, and so perhaps \$6,000

may yet be needed to make this worthy cause a complete success.

The plans for Hopkins Hall are entirely completed and can be submitted for bids as soon as general building conditions are at all favorable. It will be a very wonderful addition to our Agnes Scott campus.

Its total cost will doubtless be approximately \$150,000, and we are very anxious to erect, in connection with it, a new dining hall and kitchen. We think we will be able to get, out of our present subscriptions, part of the money for these proposed additions; but some other funds will doubtless be necessary.

While a good building for our science department can be erected with \$200,000, we feel that it will take at least \$300,000 to provide a really distinguished building which would be in keeping with the library, Buttrick, Presser, and other recent additions.

The next great advance to which Agnes Scott looks forward is the providing adequate funds to enable girls of very limited means to enjoy its facilities. Its scholarship funds amount to more than \$200,000 now, and these are supplemented from the regular endowment, but are far from adequate.

It is our hope that additional funds for the various projects will be supplied by individuals or foundations through quiet efforts and that no general campaign will be needed in the near future.

The College is profoundly grateful to God for His blessings and to its many friends, and particularly the alumnae, who have sacrificed to make possible the developments through recent years.

Cordially,

*J. R. McBain*

President.

March 13, 1942.

## GENERAL EDUCATION BOARD

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#### INCREASED ENDOWMENT FOR THE COLLEGE

This check represents the second payment from the General Education Board on the recent development campaign for Agnes Scott. It will be invested, and the income used to improve the educational program of the College.

# Economic Signposts For A Post-War World

By DR. MILDRED R. MELL

Professor of Economics and Sociology

(This talk was given at the monthly meeting of the International Relations Club on February 24, 1942.)

Anyone who attempts an analysis of some particular aspect of our world today, much less of the world of tomorrow, and attempts to limit that analysis to some thirty minutes or so, must of course present material which is highly selective and fragmentary. Even the selection of a title for the discussion, which is obviously limiting, is not enough. "Economic Signposts" would give me an enormous range, so remember that I am picking out only a few of them as they may be detected in our past and in our present, and then I am going to attempt to show you what they point toward in that state of world affairs which will follow the cessation of hostilities. As I am talking, please keep the three facts vividly in mind—(1) that the world is all of one piece, (2) that there is continuity with the past, and (3) that my signposts cannot be read singly, but must be read all together. But even reading the signs that way is not sufficient. Some years ago I remember reading Robinson's *The Mind in the Making* because I thought it was a book I ought to read. The first time I read it I did not get very much from it, but several years later I tried it again and found it a revolutionary book in my personal experience. The theme of the book might be stated as "bringing the mind up to date", and in the years between by two readings my mind had been brought up to date so that I got his ideas. These economic signposts can mean very little, unless we think in terms of the fifth decade of the twentieth century and interpret what seems to lie ahead, not in terms of the past, but in terms of the present as it is becoming the future.

Having warned you to think in terms of the present, I ask you to turn back a minute to the past and look at the development of technology, so that I may point out my first signpost. The social anthropologist can help us here. From him we can get many descriptions of simple cultures characteristic of peoples living in more or less geographic isolation from other peoples, and providing themselves with the necessities of life, according to their cultural concepts, by utilizing the resources of their environments in a pattern of technology of their own. For example, we can find some nine or more types of culture among the American Indians when the white man came into the territory which is now the United States. Compare two of these types for a minute, that of the Cherokees and that of the Plains Indians. Our Cherokees used the wood from the forested area of the Piedmont to make shelters for themselves, grew Indian corn, a staple grain which was central to their economic life, and made pottery and baskets to store their food. On the other hand, the Indians of the Plains sheltered themselves in *tepees* made from the skins of the buffalos which ranged the grassy stretches of the land, and used the meat for food. They lived a wandering life in an area in which the soil did not offer material for pottery, and in which the pattern of life had no place for pottery. Both of these Indian groups developed a culture which registered the limitations set by the environment, and these limitations were strengthened by another geographic factor, that of isolation. Their technology—their way of providing themselves with food, clothing, shelter,—was the

outgrowth of their use of the materials provided by their environment. We would find this to be true in looking at other peoples of that early time, and looking at those few spots in the world today where isolation is still a fact. Leaving the anthropologist and his data and looking at peoples perhaps better known to us through the historians, we find the same picture modified only by a lessening of geographical and cultural isolation. In Europe well down into the nineteenth century, we get a picture of local cultures characterized by colorful local ways of making goods, which were different from those being produced elsewhere. Looking further into Asia, the picture is again one of isolation characterized by local patterns of utilization of the resources of the physical environment within which the people lived.

Into such a world as this, a dynamic factor of such import as to be called the Industrial Revolution entered. You remember it got its early impetus and made its greatest early strides in England. The most important aspects of this revolution are: first, it brought a new technology centering around the machine and utilizing raw materials of a rather special kind; second, this new technology brought mechanisms into being which have eliminated distance from the world and therefore the impact of the Industrial Revolution upon local technologies has been terrific.

Look at the machine a minute and see what these two things mean. The machine has been eagerly accepted by the vast majority of mankind because it promises to give them things to satisfy old and newly created wants speedily and in quantity. But this machine calls for power to make it go, materials out of which to make it, and materials to feed into it; and this power and these materials of machine technology do not differ, according to the pattern of the local group, but tend to be uniform. All the world is wanting the same raw materials to keep the machine technology going.

If the materials of this machine technology, and the power to keep it going were fairly widely distributed and rather equally distributed over the surface of the world, we might conjure up a pleasant picture of local machine technologies, running along smoothly with access to the raw materials of the local areas. But such a picture has no reality today for most of the people of the world, and not complete reality for an advantaged people such as we are.

Look for a minute at the way the spread of the machine technology has gone far afield from the center from which it spread—England of the eighteenth century. Take for example the United States. We are familiar with our use of the machine, which we believe can make real today our role as the arsenal of democracy. But we are not as familiar with India. Recent conversations going on between the Generalissimo of China and certain leaders in India have made us conscious of the machine in that country, where the Tata Iron & Steel Company's tremendous plants impress even Americans. Army rifles, machine guns, anti-aircraft guns, and ammunition are produced in India in

sufficient quantities to make us count on their delivery to China if the Burma Road falls into Japanese hands. Australia since 1915 has been a steel-producing area, and since 1939 her machine tool industry has become something to count upon. Japan made us conscious of her textile industry long before we became aware of her heavy industries turning out WAR material for use in gaining control of RAW materials which she lacks. China has made desperate efforts to build new industries, and against heavy odds she has succeeded to some extent at least. Java, Thailand, Ceylon as industrial areas add to the picture of the spread of the Industrial Revolution far afield. I have emphasized these Far Eastern areas because of the present concentrated interest in them, and because they are geographically far off from England; and I have emphasized them as centers of the so-called heavy industries because experience has led us to judge degree of industrialization of an area by the development of these so-called heavy industries, more familiar examples of the spread of the machine could be cited in Europe, where the older areas of spread would be represented by Germany, France, and the Scandinavian countries; and newer areas absorbing the machine largely since World War I, would be represented by the Balkan countries and Russia. These last two areas and the Far East, together with the Dominions of the British Commonwealth of Nations, represent the speeding up of industrialization since World War I.

My first signpost then is this world technology using certain specific raw materials not found equally in all areas of the world's surface. My second signpost, as I said in the beginning, goes right along with the first. To see it, look at the pattern of world exchange of goods and see what has happened to it. There, too, we have a spreading out of the pattern, from the early development of exchange over a limited geographical area — as for example Europe in the Middle Ages, or China before the day of the Open Door — to the enlarging pattern following the Industrial Revolution, which brought vastly increased quantities of goods to be exchanged and means of transportation to take them to far-off places. In the early days of the Industrial Revolution, those groups of people who got away to a rapid start, were already trading with certain far-away places where luxury goods, unique products of a folk culture, were brought back to supplement articles of the home economy. But as the older areas became more and more industrialized, the need for certain basic natural resources and raw materials developed a pattern of exchange which we have habitually called a colonial economy — an economy in which finished products made by machine technology have been exchanged for these basic natural resources and raw materials. Now this pattern has changed radically, particularly since the World War I. On the surface the change is represented by the spread of a world technology, based on the machine, from a point representing the center of origin, which can fairly accurately be thought of as England. As new areas came within the scope of the spreading technology, the old colonial pattern of exchange was thrown out of balance. England and her colonial possessions represented the changing patterns very vividly during the 20's. No longer was the old balance maintained with England's manufacturing and sending her finished products throughout her far-flung Empire, and getting back basic natural resources and raw materials necessary for her machines to continue their production of goods for the world's markets. The Empire was using the machine and making goods which lessened its old-time absorption of goods from the mother country. The United States also can be used as a good example of the different situation, as far as exchange relationships with other areas are con-

cerned. Up to the time of the first world war, our largest volume of exports had consisted of raw materials, such as agricultural products. Since that time our exports have changed in character with manufactured and semi-manufactured goods becoming more and more important. This was not peculiar to us, but was the sort of change which everywhere has followed the spreading world technology.

Go back just a minute and look at the situation from the standpoint of the dependence of this world technology on certain basic natural resources and raw materials. That has meant, that as the technology has spread, there has come into our vocabulary particularly within recent years the terms of "haves" and the "have-nots" by which we have largely meant that there were nations which had access to these resources and materials, and there were those which did not. We have never meant to divide peoples into those within whose geographic area these resources and materials were available, and those who did not have them within their own national areas. England, for instance, lacks all basic material resources except coal and iron, and must get raw materials from outside. We on the other hand have no tin and practically no alloy metals; and we are learning that we depended on the Far East for rubber. But England and the United States were among the "haves" because we had free access to the markets for these, and we also had purchasing power to pay for them. The "have-nots" were "have-nots" not because they did not have free access to the markets where these resources were to be bought, but they did not have the purchasing power in the foreign exchange market, in order to buy even though they had access to the market. This was due to the fact that they were unable to sell sufficient manufactured goods by which to get the needed purchasing power.

That brings me to my third signpost. As the old balance of exchanging manufactured goods for natural resources and raw materials was upset by the spread of world technology, the various older industrialized nations failed to readjustment their internal economies to this change. Instead they sought to find a way out by exercising control in international economic relations. We raised our tariff barriers higher than ever before, and also resorted to setting up quotas so as to be sure that we would set a quantitative limit to the goods to be brought in. The British Commonwealth of Nations, born of the struggle of England and her colonies to work out the problems of their old-time economic relationships under the new conditions of a world technology, developed a program of preferential agreements giving the advantage in trade to members of the Commonwealth. Germany developed exchange control, by which the government got into its possession all the purchasing power arising out of the sale of German goods outside her boundaries; and in her use of this purchasing power almost abandoned the older pattern of multilateral trade and put in its place unilateral trade and even barter. Now this situation perhaps represents something for which no one national group can be blamed. Someone has compared it to a chess game in which a stalemate was reached not because of any one move which was made on the chess board, but to all the moves, the one growing out of the other and conditioned by it. At any rate, this progressive hamstringing of the international market worked ill to all, and no lasting good to anyone as far as most analysts can see. It illustrates as perfectly as anything in human history the oneness of the world, and the inevitable dependence of good for one on good for all.

These then are my signposts. It would seem that they have significance only in so far as they can be depended on to give us something in our experience of the past as a

guide for the future, and I believe they do.

Two of our best economists of today, Keynes the Englishman, and Hansen the American, look forward to a post-war world as a better world, in which we shall be able to achieve peace for nations and security for individuals, based on full production and full employment. They would agree with those who set the goals to be reached as expressed in some such terms as the following: We must reconstruct world interrelationships in such a way that free peoples may live and prosper without war and without conquest; for this we must reach high levels of efficiency in production so that there may be increasingly high per capita supplies of economic goods, with opportunities for improvement in the economic status of all peoples and a rising standard of living. Economists seem to be in agreement that if democracy is to survive we must work out ways and means by which an international economy characterized by an expanding volume of mutually beneficial trade can be made possible. They do not minimize the difficulties of such a program, neither do they agree that it is impossible. It can be done if the thinking of the people can be brought up to date. A big *if*? Yes, but the alternatives are rather appalling. We could so easily find ourselves a part of a world facing almost continual international warfare, each nation striving as of old to maintain itself at the top and unmindful of all else, the result being periodic open and increasingly deadly conflict. Or, there might be some form of military domination by a power strong enough to organize the world to suit itself, as Germany is seeking to organize Europe today. That organization is taking on a definite pattern which high-lights Hitler's goal of a dominant racial group with a high standard of living, as its industrial development is steadily expanded and fed raw materials by surrounding colonials, forced to carry on activities which contribute to the economic life of the dominant group, expecting only a low standard of living for themselves.

Taking for granted that these last two possibilities are ones which must be rejected by the democracies, let us speculate as to how the better world of Keynes and Hansen must be worked out, insofar as my signposts would give us something to go on. Again the economist would help us here. He would cast aside all thought of a self-sufficing nationalistic economic life being desirable, and would hold fast to the concept of the only economic life offering any possibility of well-being for all, as one based upon international and interregional trade. In such an economy there would be free access to markets for all, free access to sources of raw material, international division of labor with industry shifting to low-cost geographical areas, and no attempt to sustain relatively inefficient methods of production by protection. This is no different from the free-trade theories of the classical economists, except we do not believe that such a set of international relations will come about of itself, or can be counted upon to continue without careful planning on our part.

Peter Drucker says: "Our approach to the international economic organization of tomorrow cannot start from the question of trade in goods." There is where the rub comes in. We are so conditioned by the past to think in terms of markets and getting in on the ground floor, that it is difficult for us to see in new terms. My three signposts indicate three areas where new ways of thinking must become creative or continuous war lies ahead. I cannot make a blueprint of the kind of organized world which can carry out plans for free international and interregional trade, for free markets, for free access to sources of raw

material and for an international division of labor based on something like the old principle of comparative costs. But I can say that the need for some truly all-embracing international league, which has authority, backed up by force, to make and carry out decisions where conflict between national policy and international welfare may arise, is indicated in no uncertain terms.

If free access to markets is insured and free access to raw materials, all peoples at whatever degree of industrialization will have the chance to sell the goods which they produce best, and have purchasing power thereby with which to buy raw materials. Along with this it would seem that ways and means of raising the standard of living of all peoples must be thought through and put into operation. This need is indicated by the signpost showing the international market as it has been affected by older raw material areas becoming industrialized. Even in a highly industrialized area such as the United States a large proportion of our population, perhaps as much as one-third, represents an untapped market for goods, which with full employment would absorb much of the surpluses in agricultural production for example, and would insure a demand for manufactured consumers' goods which would absorb an expanded industrial production. Apply this idea of a raising standard of living to such less highly developed areas as China, and there are unmeasured possibilities of expansion of China's industry because of a home market almost untapped. The same is true of Japan. The odd thing about Japan is that she made no attempt to tap the home market with her manufactured goods before sending them into other markets and competing with goods produced by high-cost labor. This program to stimulate standards of living among national populations so that an expanding economic life may be possible without too much dependence upon outside areas, does not offer as many difficulties as the next "must", as indicated by my signposts.

The stalemate reached in international economic life by the outbreak of this war was partly due to the efforts on the part of national groups to keep some high-cost industries going by tariffs, quotas, preferential agreements, and what-not. In the final analysis such high-cost industries must be permitted to fade out if in the long run the welfare of all is served best thereby. This sort of adjustment in a world which is all of one piece must be continuous, and it does not take place easily or without planning or control on the part of such an international organization as I suggested just a while ago.

There will be an immediate and pressing problem of rehabilitation facing us just after this war is over. The problems of that time are not the ones for which I have been suggesting solutions. I would look upon it and its immediate short-time programs as offering a little time for getting things in hand for that new world order which I have been looking at. For both that transitional period when all of us shall be busy with rehabilitating a war-torn world, and that time when we shall have made some beginnings with the new democratic world order, it would seem that we are developing some techniques and some experience to which we can turn. I am talking about the various cooperative war controls. For example, we are trying to pool shipping, and materials, and to some degree finances, and to work out cooperative control. I would say even the types of control for war strategy itself should give us something on which to build world cooperation in economics. Let us hope that we shall utilize to the fullest all the techniques and all the experience we may have for a cooperative effort to build the better world of Keynes and Hansen after this war is over.

# Twenty-One States Represented in Founders' Day Meetings

## ALABAMA

*Auburn*—Alabama Group IV met in Auburn for luncheon on Monday, February 23, and Martha North (Watson) Smith was their very capable chairman. The group reports that they thoroughly enjoyed the record of Miss Alexander, Mary Cox, and Ella, and that for next year they want more of the same! Caroline (Carmichael) Wheeler, of Lafayette, was elected chairman for next meeting. A gift to the Tearoom Committee from the group meeting in Auburn was most appreciated. Among those present at the meeting were Frances (Dearing) Hay, Lettie (McKay) Van Landingham, Alberta (Palmour) McMillan, Catherine (Nash) Goff, and Martha (Watson) Smith, of Auburn; Frances (Bowling) Frazer, and Edith (McGranahan) Smith T, of Opelika.

*Montgomery*—Olive (Weeks) Collins was chairman for the Montgomery (Ala.) group meeting and was able to gather thirteen alumnae for a luncheon on February 21. After the introduction of new members, Nancy (Harwell) Smith told them what Agnes Scott graduates are doing now. Each person present wrote a note to the alumnae office, giving news about themselves, and then the group listened to the victrola records and looked at the *Quarterlies* and *Bulletins*. They especially liked the informal program and the records. The following alumnae were present: Nancy (Jones) Smith, Annie Wilson Terry, Bessie (Sentelle) Martin, Marion (Black) Cantelou, Olive (Weeks) Collins, Netta Jones, Ellen (Smith) Gaddis, Claude (Martin) Lee, Margaret Booth, Jennie (Simms) Parks, Gladys (McMillan) Gunn, Genie Blue (Howard) Matthews, and Emma Sue Robinson.

## ARKANSAS

*Camden*, Arkansas, alumnae were notified of the broadcast by Frances Amis; the four of them listened in to the program.

## CALIFORNIA

*Berkeley*, California, was the center of a reunion of California alumnae on Feb. 21, when Clara Mae (Allen) Reinero planned a delightful luncheon for them at the Black Sheep Restaurant. After luncheon and a delightful hour spent pouring over the view books and *Quarterlies*, the group

adjourned to a downtown store to play the victrola records, and reports that the records were the high spot of the entire meeting. Leila Anderson, Frances Harper and Clara Mae (Allen) Reinero, of Berkeley, were joined by Frances (Cary) Taylor, of Oakland, for the meeting. The next meeting is to be a tea at Clara Mae's home in the spring.

## CONNECTICUT

Polly (Stone) Buck sent invitations to all alumnae in her state and invited them to meet at the home of Jennie Lynn (DuVall) Nyman. We would like to quote Polly's letter for the report. "Alas, our Connecticut Agnes Scott meeting boiled down to two faithful souls, Jennie Lynn and me. But although we couldn't get anything on the radio we enjoyed the records tremendously and read all the things you sent, and had a jolly evening. Her two little daughters who will some day come to Agnes Scott, and a couple of their friends, listened to the records, too. . . . Our 'meeting' had a large stack of cards from the girls, all telling of their interest in it all, many saying they would try to get the program where they were." It seems that many people in Connecticut go to ski in Vermont or go to New York over the week-end or stay at home with the husbands who will soon go into active military service. Therefore—only two alumnae at the meeting. This group promised to send a gift of some linens to the Alumnae House.

## FLORIDA

*Jacksonville* Club met for tea with Marjorie (Simmons) Palmer and sent the following wire: "Fifteen alumnae are meeting with Marjorie (Simmons) Palmer this afternoon. Are with you in spirit." Mary Virginia Brown was chairman of this Club, with Martha (Zellner) Webb acting as co-chairman. The Club voted a gift of five dollars to the Alumnae House and it is most gratefully received.

*Miami* Club celebrated Founder's Day with a buffet supper at the home of Frances (Dukes) Wynne on Saturday, February 21. Elizabeth (Shaw) McClamrock, the president, presented a speaker from the Dade County Defense Council, who represented the Consumer Interest Committee. New officers elected were: Montie (Sewell)

Burns, president; Helen Hardie, vice-president; Marie (Whittle) Welleslager, secretary; and Frances Hampton, treasurer. The treasurer, with the approval of the club, sent the Alumnae House a box of towels, given by the club at a shower, and a gift of one dollar to be turned over to the Tea Room Committee. Among those present were: Miss Lillian Smith, Frances Hampton, Mary Buchholz, Bessie (Stockton) Crossland, Grace Elizabeth (Anderson) Cooper, Mette Williamson, Ruth (Lawrence) McCaskill, Garth (Gray) Hall, Chopin (Hudson) Hankins, Montie (Sewell) Burns, Aileen (Moore) Topping, Helen Hardie, Elizabeth (Shaw) McClamrock and Marie (Whittle) Welleslager.

*Orlando*—Central Florida alumnae met for luncheon in Orlando on Saturday, Feb. 21, and enjoyed a delightful program planned by Imogene (Allen) Booth and Mary Allen, both of Tavares. This was the first alumnae meeting in this region, and the group organized for annual Founder's Day meetings, and as many others as could be scheduled. Imogene (Allen) Booth was elected chairman, with Grace (Barger) Rambo, co-chairman. Those attending included: Elizabeth Ruprecht, Margaret (Nolen) Stewart, Grace (Barger) Rambo, Faustelle (Williams) Kennedy, Lucile (Smith) Bishop, Cynthia (Pace) Radcliffe, all of Orlando; Ruth (Guffin) Griffin of Kissimmee, Mary Rice Allen of Plymouth, Mrs. S. H. Allen of Decatur, Georgia, Margaret McGarity of Winter Garden, and the chairman, Imogene (Allen) Booth of Tavares.

*Tampa*—Violet (Denton) West was chairman for the Tampa Club, and the group had a wonderful meeting. Julia Moseley, Frances (Line-weaver) Hill, and Margery (Moore) Macaulay served on the planning committee. They were disappointed that they could not have Julia Lake (Skinner) Kellersberger as their guest speaker at the Feb. 21 luncheon, but they enjoyed the records and informal talk about college days. The private room in the Mirasol Hotel on Davis Island was attractively decorated in red, white and blue, with flower arrangements of red and white gladioli, and blue ribbon down the tables. The place cards were centered with a

miniature Agnes Scott sticker, and on the back of each one the guests wrote news of themselves for the Quarterly. Plans for a meeting to honor prospective students were made, and names of two students were sent to the college. New officers are Violet (Denton) West, president; Margery (Moore) Macaulay, vice-president; Mary Evelyn Francis, secretary-treasurer, and Nell (Frye) Johnston, publicity chairman. Among those present were: Marguerite Russell, Mary Evelyn Francis, Julia Moseley, Marion (Albury) Pitts, Martha (Moody) Laster, Mary Lou (Robinson) Black, Violet (Denton) West, Venie Belle (Grant) Jones, Mary (Hudmon) Simmons, Nell (Frye) Johnston, Ruth (Embry) Touchstone, Rosalind (Wurm) Council, Blanche (Cope-land) Gifford, Margery (Moore) Macaulay, Nina (Anderson) Thomas, Helen Gilmer, Ellen (Allen) Irsch, and Ruth (Marion) Wisdom. A gift of \$1.80 from the club was made to the Tea Room Committee, and it is most appreciated.

#### GEORGIA

*Atlanta*—The Atlanta, Business Girls', and Decatur Club enjoyed their annual meeting together on Feb. 21. A luncheon attended by ninety alumnae, and held on the campus for the first time in several years was the feature of the week-end. Mrs. Alex Brown, author of "Red Hill," was the principal speaker. Honor guests were Dean Carrie Scandrett, Dr. J. R. McCain, and Dean S. G. Stukes. Mary Gladys (Steffner) Kincaid presided over the meeting, as president of the Atlanta Club. Elizabeth Nicolassen, president of the Business Girls' Club, was in charge of decorations, and Eva (Towers) Hendee, president of the Decatur Club, and her committee, made all arrangements for the luncheon. A color scheme of red, white and blue was effectively carried out in flower arrangements of red carnations, white glads, and blue narcissi. Flower mints in these colors, and red-white-and-blue ribbons down the centers of the tables further carried out the scheme.

*Augusta*—On Saturday, Feb. 21, twelve alumnae gathered in Augusta, Georgia. They listened to the records and talked about Agnes Scott and drank tea. They elected Mary (Hutchinson) Jackson as their chairman for the next meeting. Mary Lyon Hull was the president for the past year; the following people attended the meeting: Mathilde (Brenner) Gercke, Sarah (Smith) Merry, Downs (Lander) Fordyce, Gena (Calloway)

Merry, Christine (Sinclair) Parsons, Sara Fullbright, Janet Newton, Phyllis Johnson, Ruth McAuliffe, Mary (Hutchinson) Jackson and Elizabeth Baethke, Ellen Little and Jane (Lewis) Chandler were a grand help to her in sending out 100 invitations to alumnae near Augusta.

*Dalton*, Georgia, alumnae met at the home of Mary Stuart (Sims) McCamy for tea on Sunday, Feb. 22. Among those attending were Mary Fay (Martin) Brumby, Martha Lin (Manly) Hogshead, Gertrude (Manly) McFarland, Lulu (Smith) Westcott, Lottie (Anderson) Pruden, Virginia (Gaines) Ragland, Frances (Napier) Jones, Eulalia (Napier) Sutton, Margaretta (Womelsdorf) Lumpkin, Mrs. O. C. Alley, Mrs. Keeley Greer, and the hostess, Lulu (Smith) Westcott was chairman of notifications for this group.

*Elberton*—Babbie (Adams) Weersing and "Shorty" had supper with Florence (Lasseter) Rambo and Olin and they listened to the records. They say that "even the huddies laughed with us over Ella and Mary Cox and marveled over Mr. George Winship's account of the campaign."

#### ILLINOIS

The *Chicago* Club met for tea on Sunday, Feb. 22, at the attractive apartment of Giddy (Erwin) Dyer. The hours from three-thirty until six were spent listening for the radio broadcast, to the records and news from the college, and to autobiographical accounts from each member of the time since she had last visited the college. Mildred (Davis) Adams was the very capable chairman for this meeting, and succeeded in getting ten alumnae out of the fifteen in the vicinity at the meeting. Those present included: Josephine Bertolli, Lois (Bolles) Knox, Annette (Carter) Colwell, Reba Blanche Vinnedge, Elizabeth (Henderson) Palmer, Gretchen (Kleybecker) Chandler, Mildred (Davis) Adams, and the hostess, Giddy (Erwin) Dyer, all of Chicago; Martha (Brenner) Shryock, of Kenilworth, and Elizabeth (Heaton) Mullino, of Racine, Wisconsin. The next meeting of the club will be in April.

#### MASSACHUSETTS

*Boston Alumnae* celebrated Founder's Day with a luncheon on Feb. 24, at a quaint place called Memory Lane. Featured on the program were the victrola records, and the news and material sent by the alumnae office. Mary (McDonald) Slodd is chairman for this group.

#### MISSISSIPPI

*Mississippi State Alumnae* Club sent the following wire to Dr. McCain

from Elizabeth (Watkins) Hulen's, where they enjoyed a delightful tea on Feb. 22: "We are meeting with Elizabeth Hulen for Agnes Scott program. Were unable to get the broadcast but heard with pleasure the records and reading of your talk. We are very proud of achievements of the University Center Campaign and have enjoyed being brought up to date on other activities."

#### MISSOURI

*St. Louis* alumnae gathered for tea Monday, Feb. 23, at the home of Georgia (Crane) Clarke, and, under the direction of Florence (Preston) Bockhurst, enjoyed an interesting program. Christine (Evans) Murray was elected chairman of the group for next year, and plans for more than one meeting a year were approved. Those attending included: Alva (Baum) Baum, Christine (Evans) Murray, Lucile (Lane) Bailey and Millicent (Caldwell) Jones, all of St. Louis; Martine (Tuller) Joyner, of Clayton; Georgia (Crane) Clarke, of Webster Groves; and Florence (Preston) Bockhorst, of Kirkwood.

#### NEW YORK

The *New York* Club observed Founder's Day with a delightful dinner on Feb. 25. The program included the records sent by the college, which were most effective, thanks to the mechanical aptitude of Baxter Gentry, and a talk made by a representative from the New York Defense Council. Dora (Ferrell) Gentry, the president, introduced the alumnae present and presided over the business session, during which the club voted a gift of fifteen dollars to the Tea Room Committee. New officers are: Ruth (Pirkle) Berkeley, president; Margaret (Hansell) Potter, vice-president; Julia Stokes, secretary, and Polly (Gordon) Woods, treasurer. Alumnae from New Jersey, New York and Connecticut attended the meeting.

#### NORTH CAROLINA

*Charlotte*, N. C., Alumnae Club met for tea at Maude (Shute) Squires on Malvern Road, and enjoyed a lovely party with the records, a report on campus developments by their president, Rebecca (Whaley) Rountree, who had recently visited on the campus, and plans for taking high school seniors down for May Day as features of the program. Romola (Davis) Hardy, vice-president of the club, presided over the tea table.

*Durham*, N. C.—Allene Ramage was hostess to six Durham alumnae and one adopted alumnae at tea on Feb. 22. The group could not hear  
(Continued on Page 9)

# WANTED: Contributions to Agnes Scott Memorabilia

BY EDNA R. HANLEY

*Librarian*

An important collection in a college library are the publications of the school and its students. In the library at Agnes Scott all the available student and faculty publications have been segregated in one location and an effort is now being made to secure copies of issues which have thus far not been found. Grateful acknowledgement is made to Miss Louise McKinney who has not only given data for this article but also has given us quite a collection of early publications, especially programs of senior opera, freshman and sophomore stunts and some musical events. During this past year Polly (Stone) Buck sent us some Auroras and some programs of college activities. A few other alumnae have added to this collection in other years.

At this time we are calling for additional assistance from the alumnae and herewith are listing some of the publications lacking in the college file.

## **Mnemosynean**

The earliest student publication at Agnes Scott was the *Mnemosynean*. The first issue was published in 1891 and the editor for the year 1891-92 was Kate (Logan) Good. Unfortunately there are no copies of this first volume in the library. The only issues of the *Mnemosynean* on file are:

- Volume 2, number 8, June, 1893.
- Volume 3, number 7, Mar., 1894.
- Volume 3, number 9, June, 1894.
- Volume 4, number 1, Sept., 1894.

In the 1898 issue of the *Aurora* was found a list of the editors of this student publication for the years stated. They are:

- 1892-93 Editor—Eloise Martin.
- 1893-94 Editor—Mary (Barnett) Martin.
- 1894-95 Editor—Esther (Boyle) Baptist.
- 1895-96 Editor—Caroline (Haygood) Harris.
- 1896-97 Editors—Cora Strong and M. Eugenia (Mandeville) Watkins.
- 1897-98 Editors—Lucile Alexander and Nellie (Mandeville) Henderson.
- 1898-99 Editors—Evelyn (Ramspeck) Glenn and Annie Gash.

Do these names refresh your memory, or give any clue to the possible location of some of these volumes?

## **Aurora**

The next student publication to be issued was the *Aurora*. The earliest issue in the collection is a second volume published in 1898. During the first years it was published as an Annual. In this second volume reference is made to the first volume published in 1897. We would be delighted to have in the library a copy of the first *Aurora*. Volume 3 of the *Aurora* was published in 1899 and of this issue there are several copies. From Miss Alexander and Miss McKinney we learn that because of a scarlet fever epidemic the school was closed in March, 1900 for the remainder of the year, and no Annual was published.

In 1900-1901 the *Aurora* appeared as a monthly publication, edited by the two literary societies. Undoubtedly, at this time the publication of the *Mnemosynean* was discontinued but the numbering of the volumes was continued with the *Aurora*. Under the editorship of Marie L. Wilson we have a copy of volume 10, number 5, April, 1901 issue; other issues of this volume are missing. For the years 1901 through 1913 no copies of the *Aurora* have been located. These would be numbered 11 through 22, and from the *Silhouette* the following information has been gathered in regard to the editors for the various years.

- 1901-1902 Editor—Martha Cobb (Howard) Spear.
- 1902-1903 Editor—Emily Winn
- 1903-1904 Editor—?
- 1904-1905 Editor—May (McKowen) Taylor.
- 1905-1906 Editor—?
- 1906-1907 Editor—Sarah (Boals) Spinks.
- 1907-1908 Editor—Mary (Dillard) Nettles.
- 1908-1909 Editor—Ruth (Marion) Wisdom.
- 1909-1910 Editor—Mildred Thomson.
- 1910-1911 Editor—Geraldine (Hood) Burns.
- 1911-1912 Editor—Antoinette (Blackburn) Rust.
- 1912-1913 Editor—Emma L. (Jones) Smith.

The May, 1914 issue, edited by Charlotte (Jackson) Mitchell is marked number 7 of volume 23.

Other issues of this volume are lacking. For volumes 24, 25, 26 there are no copies. Volume 24 (1914-15) was edited by Emma (Jones) Smith; volume 25 (1915-16) was edited by Louise (Wilson) Williams, and volume 26 (1916-17) came out under the editorship of India (Hunt) Balch.

The first complete volume of *Aurora* on file in the library is numbered 27 and covers the school year of 1917-18. Of volume 28 (1918-19) numbers 3 and 4 are missing. Dorothy (Thigpen) Shea was the editor. Of volume 30 (1920-21) we lack the fourth number, which was edited by Rachel (Rushton) Upham. Numbers 3 and 4 of volume 31 (1921-22), edited by Elizabeth Wilson, are also missing. In volume 41 (1931-32) number 4 is missing, and in volume 42, number 1 is missing.

## **Silhouette**

As for the file of *Silhouette* this is more complete. The first issue appeared in 1902 with Meta Barker, '02, and Emily Winn, '03, as editors. Quoting from the preface "With this issue the Agnes Scott Annual again makes its appearance after an intermission of two years. In some respects, however, this is not a continuance of the former one. In the first place it has been more decidedly a private enterprise of the students. The entire responsibility has rested upon them. Then a new name graces our volume. When the former 'Annual' was discontinued its title 'Aurora' was bequeathed to the monthly publication of the two societies." Volume 2 of the *Silhouette* appeared in 1903. There is a question as to whether an Annual was published in 1904, as the Annual for 1905, edited by Martha (Merrill) Thompson and Sarah (Boals) Spinks, is marked volume 3. Neither do we have an issue for 1906. The 1907 *Silhouette*, edited by Elizabeth (Curry) Winn, is marked volume 4, however, the issue for 1908 is marked volume 6. The file for 1907 through 1918 is complete. The issue for 1919 is lacking. It is thought that this one may have been omitted because of the World War, but we would like to verify this statement. The only other issue missing is for the year 1929.

Please send contributions to Edna R. Hanley, Agnes Scott College, Decatur, Ga.

### The Agnostic File

During the year 1915-16 the need was felt for a college weekly publication. The promoters of this idea were Spottswood Payne and Anne (Kyle) McLaughlin, and February 11, 1916, under the editorship of Laurie (Caldwell) Tucker was published the first issue of the Agnostic. The library lacks all the other issues of this first volume. For a file of volume 2 (1916-17) we are indebted to Lois (Eve) Rozier, however, numbers 12 and 19 are lacking.

Below are listed the volume and the editor for the various years with a notation of the numbers missing in the college file:

Volume 3 (1917-18) Editor—Margaret (Rowe) Jones. All issues missing.

Volume 4 (1918-19) Editor—? All issues missing.

Volume 5 (1919-20) Editor—Frances (Markley) Roberts. All issues missing.

Volume 6 (1920-21) Editor—Nell (Buchanan) Starcher. All issues missing except 12, 15, 19.

Volume 7 (1921-22) Editor—Eleanor Hyde. Numbers 2, 6, 8, 10, 11, 14, 17, 19 to end of year are missing.

Volume 8 (1922-23) Editor—Mary Hemphill Greene. Numbers 3, 4, 5, 8, 9, 11 to end of year are missing.

Volume 9 (1923-24) Editor—Mary Hemphill Greene. All issues from 17 to end of year are missing.

Volume 10 (1924-25) Editor—Dorothy (Keith) Hunter. All issues except 16, 17, 18 are lacking.

Volume 11 (1925-26) Editor—Louisa Duls. Numbers 4 to end of year are lacking.

Volume 12—File is complete.

Volume 13 (1927-28) Editor—Carolyne (Essig) Frederick. Lack all numbers.

Volume 14—File is complete.

Volume 15 (1929-30) Editor—Alice (Jernigan) Dowling. All issues are lacking.

Volume 16 (1930-31) Editor—Julia (Thompson) Smith. Numbers 11 and 18 are lacking.

Volume 17 (1931-32) Editor—Betty Bonham. Numbers 16 and 22 are lacking.

Volume 18 (1932-33) Editor—Elizabeth Lynch. The Commencement issue is lacking.

Volume 19 (1933-34) (incorrectly marked v. 14) Editor—Mary Hamilton. Of this volume we need the first issue.

Volume 20 (1934-35) Editor—Loice Richards. Numbers 7, 8, 9 and Commencement issue are lacking.

Volume 21-22 complete.

Volume 23 (1937-38) Editor—Hortense Jones. Number 9 is lacking.



Reading Terrace at Agnes Scott Library

### FOUNDER'S DAY MEETINGS

(Continued from Page 7)

the broadcast but they "listened to the records and talked and had a good time."

#### SOUTH CAROLINA

Columbia, S. C., alumnae met for tea on March 6, and had a delightful post-Founder's Day celebration. They enjoyed the records and the material sent from the college. A very generous gift of seven dollars to the Alumnae House was sent in by the secretary, Martie (Stigall) Donelan. Caroline (Jones) Johnson is the president of this group.

Florence, S. C.—South Carolina District IV met for tea on Saturday, Feb. 21, at the home of Elizabeth (Cole) Shaw in Florence, S. C. Five Florence alumnae, one from Hartsville, and three high school seniors enjoyed the afternoon together. "Variety is the Spice" from the last Quarterly, the news letters, and the records composed their program. Attending were Lucy (Goss) Herbert, Rowena Barringer, Claude (Wright) Williams, Eileen (Culpepper) Allen, Elizabeth (Cole) Shaw of Florence, and Leonora (Briggs) Bellamy, of Hartsville, who said that even the tire situation couldn't keep her away. The three seniors attending were Margaret Edmonds,

Sue Perrin, and Alma Chose Mobley.

#### TENNESSEE

Memphis, headquarters for Tennessee District I, had its Founder's Day meeting at the Hotel Peabody Skyway, with luncheon on Saturday. Louise (Capen) Baker presided over the meeting. Sarah (Armfield) Hill is the newly elected chairman of the group, and will be in charge of the meeting next Founder's Day. Highlighted on the program were the copies of the Quarterlies and the college publications sent, and the alumnae present contributed much in stories of their own school days. Attending the luncheon were Alice Virden, Mary Shewmaker, Sara (Armfield) Hill, Louise (Capen) Baker, and Rose (Harwood) Taylor, of Brownsville, Tenn.

The Nashville, Tennessee, District had its Founder's Day meeting at tea with Ella (Smith) Hayes at her lovely Brentwood, Tenn., home. Elizabeth (Smith) DeWitt contacted the Nashville alumnae and Anna Marie (Landress) Cate wrote to those scattered throughout the district. Anna Marie was elected chairman for next year. Among those present for the tea were Charlotte (Bell) Linton, Ann (Houston) Shires, Elizabeth (Smith) De-

(Continued on Page 24)



#### Associations Drop Colleges From List

In February, four national organizations took action to show their disapproval of Governor Eugene Talmadge's interference in the State Schools in Georgia.

The American Medical Association dropped the University of Georgia from its list but said that the graduates of this year will still be recognized.

The National Association of Teachers' Colleges met in San Francisco and decided to drop from its accredited list the Georgia State Teachers' College at Statesboro and the Georgia State College for Women at Milledgeville. Graduates of these schools may not be able to obtain teaching licenses outside the state after this year.

The American Association of University Women sent out a notice from Washington saying that it had dropped the University of Georgia from its approved list because of "unprecedented and unjustifiable political interference" on the part of Governor Talmadge.

Reports of action taken by other Associations were mentioned in the articles by Dr. McCain in the two previous issues of the Quarterly.

#### Science Groups to Meet

Dr. Schuyler Christian, professor of Physics, announced that the Georgia Academy of Science will hold its annual meeting in Atlanta during the first week in April. Agnes Scott College, Georgia School of Technology and Emory University will be joint hosts and meetings will be held on the Emory campus.

The Southern Association for the Advancement of Science will convene in Atlanta at the same time. The two organizations will hold joint meetings to discuss national defense and the special way southern scientists may participate.

# From A Tower Window

#### Alumnae Invited to Lecture

On April 7, Mr. H. S. Ede will lecture on our National Gallery of Art in Washington, D. C. For fifteen years he was curator at the National Gallery of British Art in London. He will show slides of pictures of the Mellon-Kress collection and will discuss the relation of people's art to their history and philosophy. Tickets may be purchased at the door.

In addition to the public lecture, Mr. Ede will give two lectures to the college community and alumnae. On Thursday afternoon April 9 at 5:00 o'clock, in the old chapel, he will speak on *Distortion in Art*, and at the regular chapel period on Friday morning, April 10, he will speak on the *French School*. These lectures will also be illustrated by slides.

#### Mrs. Kenneman Is New Tea Room Manager

Mrs. Elizabeth Adams Kinneman, of Cedartown, Ga., arrived to take over the tea room on March 1. Mrs. Kenneman graduated from the University of Georgia, with a B.S. in Home Economics in 1941. She has been interned at the Hahneman Hospital in Philadelphia since that time. Her training and experience have already been effectively displayed in her efficient management of the Tea House, and her personality has won her a host of friends on the campus.

#### Charm Expert Visits Campus

Miss Elizabeth M. Osborne, of New York City, was the expert chosen for "Charm Week" sponsored by Mortar Board and other campus organizations during February. Miss Osborne gave six chapel lectures on posture, diet, grooming, and mannerisms, and in addition devoted her entire week to a series of interviews with groups of students. The drastic changes in hair-dos and grooming that have appeared recently are directly traceable to her suggestions to the students.

#### Atlanta Club to Present Book Reviews

Members of the Atlanta Agnes Scott Club will hear Mrs. Emma Garrett Morris review fictional, factual and philosophical literature of the current World War at a series of lectures to be presented at their March, April and May meetings. Mrs. Morris opened the series on March 17 with discussions of Ethel Vance's "Escape"; Storm Jameson's "The Fort"; Philip Gibbs' "This Nettle, Danger; Broken Pledges; Sons of the Others"; Erika Mann's "The Lights Grow Down";

David Cornell De Jong's "The Day of the Trumper"; Angela Thirkell's "Cheerfulness Breaks In"; and Kressman Taylor's "Address Unknown".

#### Founder's Day Radio Program

Representatives of the class of '24 (and one '24 backwards, '42), helped to produce a grand program. On Sunday afternoon our radio stars gathered at the studio at W.S.B. They had been informed that a Senator was speaking on the program just ahead of them and if he happened to talk overtime they would not be able to go on the air at four o'clock. They watched the clock anxiously . . . The Senator was kind, and promptly at four Mr. Dieckmann began playing "Ancient of Days" on the organ. The announcer said, "Agnes Scott College celebrates Founder's Day" and the program began. Carrie Scandrett, '24, Dean of Women, spoke a word of greeting; then President J. R. McCain, an alumna, and a senior sent greetings. President McCain spoke of Colonel Scott the founder, and of other "men and women who have labored for the College and molded its life and ideals with their own." He announced that \$1,500,000 has been subscribed for the University Center campaign and \$1,182,000 has been collected.

Then, Frances (Gilliland) Stukes, '24, sang "On Guard America," the words of which were written by Polly (Stone) Buck, '24.

Miss Scandrett told about the every day happenings on the campus such as black cat stunt, Blackfriars play, Junior banquet and the other events that each generation of students learns to look forward to and then remembers.

Frances Tucker, '42, spoke of the college preparations for defense—the War Council, the black-outs, the conservation committee and the first aid and knitting classes.

As the program came to a close Mr. Dieckmann played the Alma Mater and we hoped that the alumnae, who were gathered around their radios, sang with us.

We are grateful to all who helped to make the program a success and especially Florence (Perkins) Ferry, '26, Roberta Winter, '27, and Penelope (Brown) Barnett, '32, for they are the Radio Committee who made all the plans for the program. Roberta was also the writer of the scrip and director of the program.



Anne Chambless, of Atlanta, who will rule over the annual May Day Festival May 2, and Modesta Hance, of Wilmington, Del., who is to be her maid-of-honor.

#### May Day

Ann Chambless, an attendant in May Court since her freshman year, will be the May Queen at the annual festival on Saturday, May 2, at 5:00 o'clock E. W. T. Margaret Wagnon, May Day chairman, announces that Ann is the first Queen ever to be elected in the first poll, from which the nominees are usually selected. A second election is usually required to select the queen.

Ann is vice-president of Mortar Board and chairman of discussion groups and religious sources for Christian Association.

Modesta Hance was selected as Maid of Honor and the following girls are in the May Queen's court: Margaret Sheftall, Jane Taylor, Edith Dale, Mary Robertson, Rebecca Stamper, Olivia White, Margaret Wagnon, Ann Hilsman, Marjorie Wilson, Leona Leavitt, Mable Stowe, Martha Rhodes, Sally Knight, and Virginia Lee Brown.

#### Report of Dr. Davidson's Book in Saturday Review

Dr. Philip Davidson's book, *Propaganda in the American Revolution*, was reviewed in a special issue, about propaganda and censorship, of the Saturday Review of Literature on March 7. Peter Odegard, president of the Treasury Department, wrote this feature article.

#### Phi Beta Kappa Announcements

Dr. Marjorie Hope Nicolson, first woman president of Phi Beta Kappa, spoke in chapel on January 25. The subject of her delightful talk was "The Romance of Scholarship."

After the address, Miss Muriel Harn, secretary of the Georgia Beta chapter of Phi Beta Kappa, announced the 1942 elections. They are Billie Gammon Davis, daughter of Mary Elizabeth (Gammon) Davis, '17, Susan Arnette Dyar, Jeanne Osborne and Julia Ann Patch.

Miss Emma May Laney, president of the local chapter, presided over the initiation banquet that was held in the Alumnae House that evening. Miss Florence Smith, vice-president; Dr. Ernest Runyon, treasurer, and Dr. James Ross McCain, senator in the national organization, were among those at the speaker's table. Fifty faculty and alumnae members attended the banquet.

#### IN MEMORIAM

Olive (Laing) Hoggins, 1896 from Institute, died February 8 at the Crestview Convalescent Home in Kansas City, Mo. She had been a teacher in Georgia and South Carolina, a former book reviewer for the Atlanta newspapers, a pharmacist and a lawyer. As a lawyer, she was said to have been one of the first women admitted to the Georgia bar. She combined legal

practice with real estate business, and made quite a success of both; she gave up this work to do Red Cross work during the last World War. She contributed much to the Kansas City archives with her history of the Kansas City churches. Mrs. Hoggins returned to Kansas in 1937 and devoted two years of her life to founding the Kansas City Museum. She is survived by two sisters, Margaret Laing, 1895 from Institute, and Elizabeth (Laing) Smith, Institute.

\* \* \* \*

Mary Clyde White, Institute, died a student at the home of her brother in Atlanta, on March 10. She was a graduate of the Presbyterian Assembly's Training School for Lay Workers, Richmond, Va., and was active in church work in Sparta and Atlanta until ill health forced her retirement.

\* \* \* \*

Sadie (Young) Sheffield, Institute, died at the Lake Shore Hospital in Lake City, Fla., on January 7.

\* \* \* \*

Virginia Lambeth, ex-'43, was still a student at the time of her death, December 11. She was a member of the Granddaughter's Club, active in the Christian Association on the campus, president of the Presbytery Council of Young People, and a volunteer worker in the Decatur mission. She died from a blood infection.



# *Commencement Week-End*

*May 30 — June 2*

## REUNION CLASSES

1897, 1899, 1900, 1916, 1917, 1918,  
1919, 1935, 1936, 1937, 1938, 1941

## PROGRAM

**May 30 . . .** Trustees' Luncheon, honoring alumnae and seniors.

Rebekah Scott Dining Room, 1 o'clock.

Phi Beta Kappa Banquet.

Alumnae House, 6:30 o'clock.

Program by the Department of Speech.

8:30 o'clock.

**May 31 . . .** Baccalaureate Sermon, Bishop Clare Purcell, M. E. Church of  
Charlotte, N. C. Gaines Chapel, 11 o'clock.

After-Dinner Coffee, 2 o'clock in Murphey Candler Building.

Vespers, 6 o'clock.

Alumnae Garden Party, Alumnae Gardens, 6:30 o'clock.

**June 1 . . . .** Reunion Luncheons for '97, '99, '00, '16, '17, '18, and '19.

Alumnae House, 12:30 o'clock.

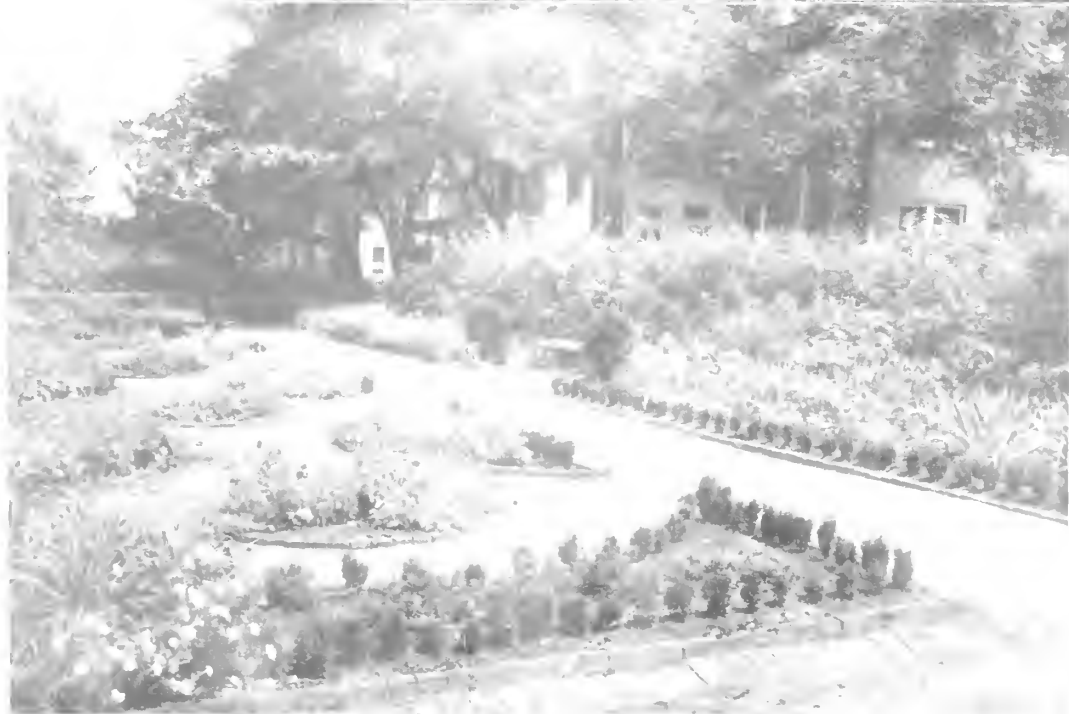
Class Day, May Day Dell, 4 o'clock.

Reunion Dinner for '35, '36, '37, '38, and '41.

Alumnae House, 6:30 o'clock.

**June 2 . . . .** Commencement Exercises, Gaines Chapel, 10 o'clock.

Dr. Alfred Noyes, speaker.



97 '99  
 98 '16  
 17 '18  
 19 '35  
 '36 '37  
 '38 '41

# AGNES SCOTT

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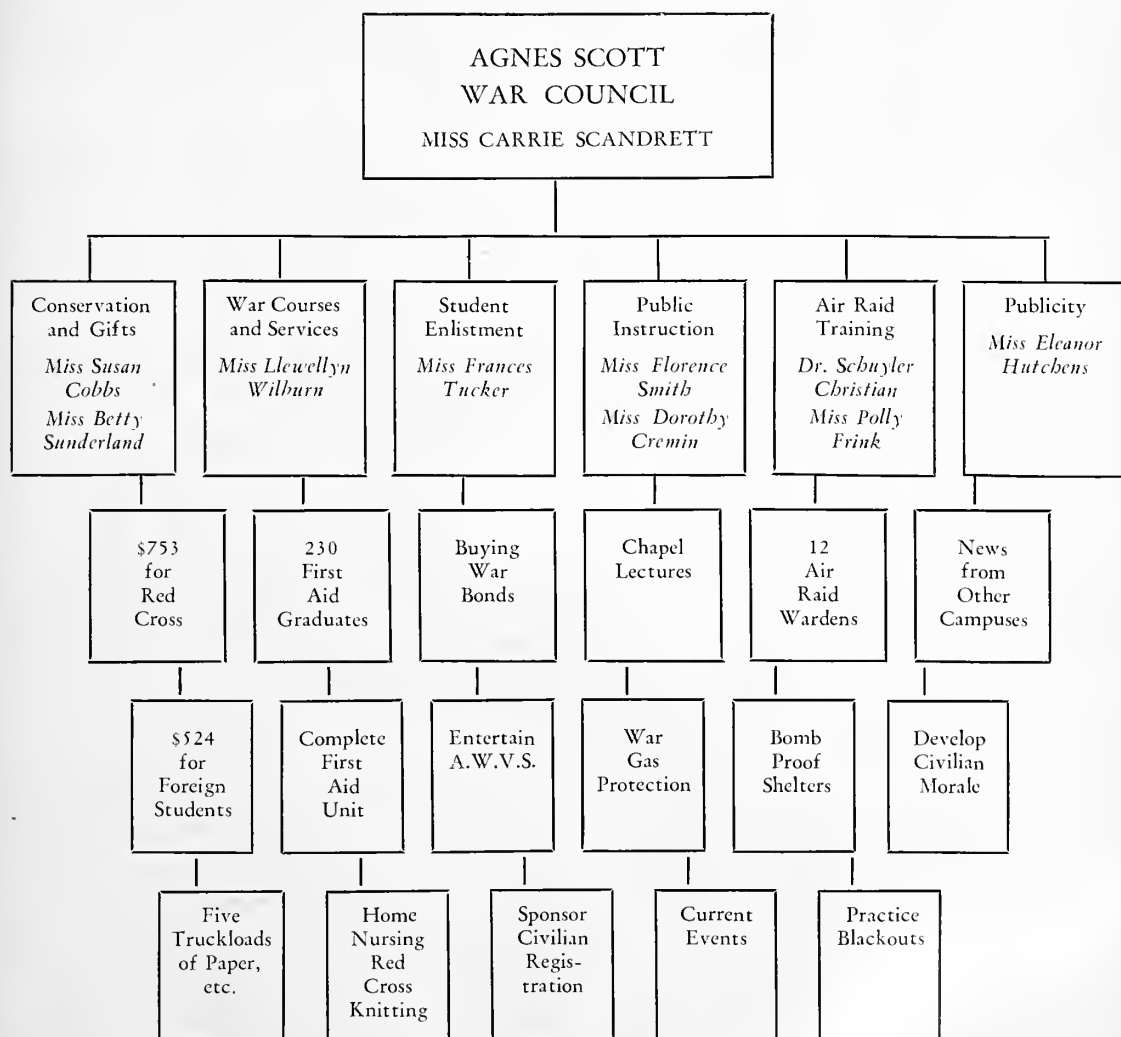
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# ACROSS THE PRESIDENT'S DESK

DEAR AGNES SCOTT ALUMNAE:

The opportunity of sending you a message in each issue of the Quarterly is greatly appreciated. These are frequently disconnected, as this letter will be, but I hope that they may express in some slight measure the enthusiasm which I feel for the accomplishments of our alumnae and of our present students and faculty. In recent weeks, I have seen a great deal of other colleges and other groups, and I am more than ever thankful that I have the privilege of serving Agnes Scott.

One of the notable achievements of our 1941-1942 session, or of our entire fifty-three years of history, has been the accomplishments of the Agnes Scott War Council. You have heard of it in various ways, and this issue of the Quarterly has a detailed article concerning it; but I wish in my letter to summarize some of the outstanding events. The Council has touched every individual on the campus and a great many people in the entire Atlanta area.



As almost every family connected with Agnes Scott is involved in the present emergency, and as the strain and stress of the war become more intense, I would like for us to develop an Agnes Scott attitude which may characterize us individually and as a group. There is nothing original in the suggestion which I make, but I am noting a few items which may be worth while.

May we be ready to do our part. We believe in our cause and will want to advance it in every possible way. This means that we should be physically and mentally fit.

We will recognize that there are values in simple living. It may mean victorious living for our children and loved ones. Jesus taught by example and precept that life does

(Continued on Page 3)

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# Agnes Scott's War Effort

*Alumnae Letters Supply Ideas for Campus War Work.*

BY ELEANOR HUTCHINS, '40

The usual it's-all-over feeling did not prevail on the campus this year when students and faculty came piling back to school in January. The traditional post-Christmas letdown was lost in the new sensation of being part of a huge war machine, come to life around us since Pearl Harbor. Everybody wanted to do something, or to see something being done, to help win the war.

Various ideas sprang from different sources and were put into force: First Aid classes began, somebody started collecting waste paper, there was a poster campaign to save electricity. These were all separate enterprises, with no central authority to coordinate them.

There were a few students, however, whose notions were definite about the organization of Agnes Scott's war effort. They were student government officers fresh from the December convention of National Students Federation of America, where they had heard Chester Williams, of the National Education Administration, speak on college co-operation in the war.

Acting on the suggestions of these students, Dr. McCain appointed Agnes Scott's first War Council, comprising eight members and Miss Scandrett as chairman. Its purpose was, and is, to coordinate campus war work already in progress and to promote and expedite further activity.

At the Council's first meeting, held January 23, war work already completed or in progress on the campus was found to include the following projects:

1. \$753.00 raised by subscription for the American Red Cross
2. \$524.00 raised for the World Student Service Fund (before Pearl Harbor)
3. Red Cross knitting organized under a student chairman
4. First Aid classes with 100 students and faculty enrolled
5. Victory Book campaign directed by the Librarian.

General activities to be directed by the Council were listed as follows, with chairmen or committees appointed for each:

1. Adjustment of student activities to war needs and conditions: Frances Tucker
2. Blackout planning: Mr. Schuyler Christian and Polly Frink
3. Conservation: Miss Susan Cobbs and Betty Sunderland
4. Public instruction: Miss Florence Smith and Dorothy Cremin
5. Publicity: Eleanor Hutchens.

Since the Physical Education department was already directing First Aid, Miss Wilburn was asked to supervise the organization of other war courses such as Home Nursing.

In its weekly meetings the Council heard reports from the different committees and planned further development of its projects. At the end of the year, a report submitted to Chester Williams summarized progress made in the four months of the Council's existence:

*Adjustment of Student Activities:* Campus leaders have been urged to turn the energies of their organizations toward war work. Several groups have bought bonds. A student representative to the Council for 1942-43 has been elected whose chief duty will be to promote this program.

*Blackout Planning:* There are twelve trained air raid wardens on the campus. Two systems have been devised and practiced: one for blackouts only, and one for air raid alarms. During a scheduled blackout, dormitory students shut and shade the windows of their rooms and go into the halls, closing all room doors. The halls and laboratories are lighted and are equipped with blackout curtains. But when a raid alarm is sounded, students take flat-heeled shoes and a coat, leave their rooms as in a blackout, and walk to their assigned places in Presser Hall or the Library, where they are checked present by student wardens. These wardens are responsible for the observance of blackout regulations in the dormitories. In each raid shelter a First Aid post has been set up, staffed and equipped. Blackout drills for individual dormitories and for the whole campus have been held successfully; and in the citywide blackout, the Agnes Scott campus was reported the first section in Decatur to black out 100 per cent. The Blackout Planning committee also arranged for the showing of an educational film on incendiary bombs.

*Conservation:* A campuswide campaign has been waged for the collection of paper, with special boxes placed in the buildings and students appointed to empty them. In three monthly collections, five truckloads of paper have gone out from Agnes Scott. Before the WPB announcement made it impossible to purchase toothpaste without turning in a tube, the Conservation committee had asked students to save tubes; after the announcement, the committee urged them to turn in accumulated tubes to drug stores. This committee also appointed students to encourage the conservation of electricity and water, and a chapel program in February presented the need for conservation of the different resources.

*Public Instruction:* Wednesday was designated as War

Day, with the Council in charge of the chapel program and a five-o'clock lecture hour. Mrs. Roff Sims of the History department spoke on alternate Wednesdays, reviewing current events in chapel. Other chapel speakers have been Count Carlo Sforza, on Free Italy; Miss Antonia Bell, on war conditions in England; Major Henry Robinson, on his own system for the classification of selectees; Miss Mildred Mell, on consumer problems; and three representatives of A.W.V.S., including Penelope (Brown) Barnett, '32. Five-o'clock lecturers, speaking on more technical subjects, were Dr. Amey Chappell, on social problems growing out of the war status; Mr. Robert Holt, on war gases; and Miss Philippa Gilchrist, on nutrition.

**Publicity:** Aims and activities of the War Council were publicized by means of posters, stories in the Agnes Scott News, bulletin board notices, and a conversation campaign to encourage cooperation with the Council.

**War Courses:** The college community now boasts fifteen First Aid instructors, thirty advanced First Aiders, and one hundred holders of standard certificates. A complete First Aid unit, the first in DeKalb County, has been organized on the campus, with Dr. Eugenia Jones as head and Miss Ellen Douglass Leyburn as custodian of the flag. Seven people completed the Home Nursing course, taught by Miss Carolyn Hewitt, resident nurse at the Infirmary, and Miss Bastin.

As these projects began to take shape, drawing all campus groups into the effort, additional help came from another quarter. Long, earnest letters, full of careful thought and definite advice, began coming to Dr. McCain's desk from alumnae. They were answers to his Christmas letter, in which he had asked old Agnes Scotters to express their opinions as to what the College could do to help win the war and make the peace. Some suggested improvements which have long been in force at Agnes Scott; some had ideas which paralleled those being developed by the War Council; many sent advice which was recognized as sound and acted upon by the Council.

The War Council, wishing to express its gratitude for this help, directed that its activities be set forth in the Quarterly so that alumnae might know that their suggestions are being used to advantage. A few quotations from alumnae letters will serve to show how closely campus and off-campus thinking coincide as to Agnes Scott's duty to its students and its country in the war.

## THE PRESIDENT'S LETTER

(Continued from Page 1)

not consist in having an abundance of things.

Emergencies are very apt to come to most homes. They may be financial or physical or emotional. I hope that we may not be afraid of trouble. Most characters which are worth while are developed by it. I hope that we may avoid worry.

Most of us will not be called to positions of outstanding leadership. For most of us, it is best that we go ahead with our own work, but do it better than before. Whether in the home or in the office or in the schoolroom or in other places, our duties well performed will be an encouragement to our neighbors and fellow-workers.

May we not be too pessimistic. Other days lie ahead.

"I should suggest that while still at college the girls be given many opportunities to hear and discuss the problems of the present world. I even go further in thinking this should be included in the curriculum." (War Council made suggestions for new courses relating to the war, to be considered by the faculty curriculum committee. Some of these have been accepted for next year.)

"... should have opportunity to hear discussed world affairs; the war, its effect on economics, education, religion; also how economics is related to this war." (War Council has had qualified speakers on most of this subject matter; Mrs. Sims' Thursday afternoon discussion groups and Wednesday morning chapel talks have kept students interested and informed.)

"I wonder if Agnes Scott could somehow become a more integral part of the Decatur-Atlanta community than it is." (War Council has assumed responsibility for Agnes Scott's part in the work of the Civilian Morale Service; Council members served as the campus sugar rationing board; the Council supplied information about campus entertainments to A.W.V.S. for transient soldiers.)

"Purchase of Defense Bonds, conservation of time and materials, training for Civilian Defense and encouraging others to do so will help the national defense program." (War Council took the recent bond census on the campus; it has encouraged student organizations to work for money to buy bonds and to give their time to war work and study; it sponsored a civilian registration day on the campus. Conservation of materials and organization of defense courses are two of its primary projects.)

"... more newspapers and news periodicals available, not in the library, but in more usual and accessible places." (War Council has placed a daily paper in Murphey Candler student building. The library, which is a very usual and accessible place nowadays, subscribes to four daily papers and several news periodicals which are in constant use. Large maps on the lobby wall show the progress of the war, battle lines marked with pins and kept up to date by Mrs. Sims.)

War Council expects to be even more active next year. New student members have been appointed; new projects and extension of the old ones are in view. Meanwhile, further suggestions from the biggest part of the Agnes Scott family will be welcomed and put to good use whenever possible.

We are better off than any other people in the world. We will have a great privilege in leading and serving as a nation when peace comes. I hope that we may not be swept away with hatred and prejudices.

Finally, I hope that our faith in God will be quickened and developed through these days. He has blessed us as a college and blessed us as individuals beyond all our deserving. He has blessed us as a nation and protected us through many years.

"This is my Father's world,

I rest me in the thought,

—That, though the wrong seems oft so strong,  
God is the ruler yet."

Your sincere friend,

J. R. MCCAIN.

June 5, 1942

# WANTED: Contributions to Agnes Scott

## Memorabilia Part II

The response to the "Wanted: Contributions to Agnes Scott Memorabilia" article published in the April Quarterly, has brought us several muchly needed copies of the publications mentioned there. We would like to remind you that any programs of college activities, and any newspaper clippings concerning the college and its alumnae will be of value to us.

### Students' Hand Book

We have in the library copies of the Students' Hand Book, presented by the Young Women's Christian Association of Agnes Scott College, for the years 1918-19, 1923-24, 1924-25, and 1927-28. Just when this particular publication was first published and when it ceased publication we do not know.

In addition to the publication of the Christian Association, there has also been a booklet published annually, entitled "Students' Hand Book" having been sponsored by the Student Government Association of Agnes Scott, and containing Rules and Regulations, General Suggestions and Information. The file in the library begins with the issue of 1922-23 and is complete up to the present. We would appreciate any information as to when these publications were first issued.

Some alumnae authors have been quite generous in sending us copies of any books or articles they have had published, and following is a list of material on file in the library of Agnes Scott:

### Books

Askew, Clara Lundie—  
Sparks from the Anvil  
Bland, Margaret—  
Pink and Patches  
The Princess Who Could Not Dance  
The Spinach Spitters  
Boyd, Minnie Clare—  
Alabama in the Fifties  
Coleman, Juliet Cox—  
Hearts Up  
Edmunds, Pocahontas Wight—  
Land of Sand  
Edmunds, Pocahontas Wight and  
H. J. Eckenrode—  
E. H. Harriman the Little Giant of  
Wall Street  
Garrett, Dorothy—  
The Book of College Verse, 1938  
Hanna, Evelyn—  
Blackberry Winter  
Sugar in the Gourd  
Herman, Leonora Owsley—  
Rather Personal

Hobson, Margaret W.—  
Songs and Stories From Magnolia  
Grove  
Kellersberger, Julia Lake—  
Congo Crosses  
Knight, Mary—  
On My Known  
Girl Reporter in Paris, in Lyons  
"We Cover the World"  
Knox, Rose B.—  
The Boys and Sally  
Lewis, Mary Owen—  
The Flight of the Rokh  
Ogden, Dunbar H.—  
The Heart of Mary  
Pettus, Clyde—  
Subject Headings in Education  
Phythian, Margaret T.—  
La Geographie des Alpes Francaises  
dans les Romanciers contemporains  
Roberts, Frances Markley—  
Western Travelers to China  
They Saw China's Far West  
Sims, Marian—  
The World With a Fence  
Memo. to Timothy Sheldon  
The City on the Hill  
Call It Freedom

Thompson, Helen Ward—  
O, Journey Again! and other poems  
Virden, Alice Mayes, ed.—  
Singing Mississippi  
Ware, Louise—  
Jacob A. Riis, police reporter, reformer, useful citizen

Winter, Roberta—  
Bridal Chorus

### Magazine Articles

Dieckmann, Emma Pope M.—  
The meaning of Burdoun in  
Chaucer (In Modern Philology, v. 26, No. 3, Feb. 1929, p. 279-282),  
Moore feelynge than had Boece (In Modern Language Notes, March, 1938, p. 177-180)  
Greenfield, Ellen Vossen—  
Love, Desideratum, Migration,  
My grief, and The mermaid (In Georgia Poets, 1932, p. 40-42)  
Kellersberger, Julia Lake—  
Rotten rows (In Without the Camp, Summer, 1941, p. 38-42)  
Leyburn, Ellen Douglass—  
The translations of the mottoes and quotations in the Rambler (In the Review of English Studies, v. 16, p. 1-8, April, 1940), Bishop Berkeley: the querist (In Proceedings of the Royal Irish Academy, v. 44, p. 75-98, 1937.)  
Preston, Janef—  
Midsummer morning, and Mid-

(Continued on Page 21)



MAJOR HENRY A. ROBINSON, formerly our professor of mathematics, has just been assigned to the faculty of the Adjutant General's College at Fort Washington. Ever since he left Agnes Scott, he has been head of the reception center at Fort McPherson.—Army Signal Corps Photo.

# COMMITTEE REPORTS

## Minutes of the Annual Meeting, May 30, 1942

The Alumnae Association of Agnes Scott College held its annual meeting on Saturday, May 30, in Rebekah Scott Chapel. Penny (Brown) Barnett called the meeting to order, and presented the various committee chairmen, the treasurer and the two alumnae secretaries, who gave their reports for the year. (See below for reports in full.)

Mrs. Barnett announced that the committees has raised \$759.32 in addition to their allotments from the Association Budget, and that a total of \$1,041.32 had been spent on the Alumnae House during the year.

Mrs. Robert B. Holt, wife of the head of the Chemistry Department, was voted an honorary life membership in the Association, in gratitude for her unselfish and loyal assistance with the alumnae garden.

A motion was made and carried that a letter from the president of the Association be sent to all the Georgia members of the Alumnae Association, urging them to register and vote in the coming elections.

The recommendation of the nominating committee, which was presented by Sarah Fulton, the chairman, was unanimously accepted, and the following new officers were elected: president, Margaret Ridley, '33; second vice-president, Cama (Burgess) Clarkson, '29; treasurer, Frances McCalla, '35; radio chairman, Jean Bailey, '38; alumnae week-end chairman, Virginia (Heard) Feder, '33; entertainment chairman, Isabel (Leonard) Spearman, '29. The recommendation of the Association was that in the future some short biography of each of the committee nominees accompany the ballot, so that the people who were not personally acquainted with the nominees would be better qualified to vote.

Margaret Ridley, the incoming president, accepted the gavel from Penelope (Brown) Barnett, and made a short acceptance talk. The Association gave the retiring president a rising vote of thanks for her splendid regime. The meeting was adjourned.

## Report of the Executive Secretary

Among the major projects in which the secretary assisted during the fall quarter were the redecorating done by the House Decorations Committee, and the program planned by the

Alumnae Week-End Committee, both of which are fully reported on by the chairmen. The work with the Tea Room Committee was supervisory until December 9, at which time the secretaries felt it necessary to take over the management of the tea room, and do what they could to build the business up again. During the ten weeks in which the secretaries were managing the tea room, the office schedule was of necessity adjusted to fit the demands of the other work, but the opportunities for student contacts and the chances to explain our regular assignment of alumnae work, gave us ample reward for the adjustments. By the end of March, the office was up with its regular work again, and not one thing had been omitted from the Founder's Day preparations that had been done in former years.

The plans for Founder's Day were made on the basis of the district divisions created last year, and twenty-one states were represented in the forty odd group meetings held in honor of this occasion. The gifts from the clubs at Founder's Day were exceptionally generous, and the tea room and second floor committees were able to complete some of their plans through use of these contributions.

The record series begun in 1940 was added to, with a reproduction of Miss Alexander interviewing Mary Cox and Ella Carey, which was recorded by Roberta Winter on the college equipment. Kodak pictures of the participants made by the assistant secretary were sent out with the records. The usual suggestions for programs and reports were also sent to the groups, and approximately 200 personal letters were written by the secretary in working out details.

The dues drive has been conducted largely through personal mail, with some 1,100 letters sent out in four different series. Approaches to the 1939 and 1940 mailing list (now expired) in April brought a ten per cent response in the month before school closed. Sample copies of the November Quarterly sent to alumnae whose class section included an interesting personal about them, did not bring justifiable results, even though accompanied by a personal letter congratulating them on the new job, baby, husband, or what-have-you. The April Quarterly, with Miss Hanley's article

on missing memorabilia, was mailed to fifty former editors of publications, whose names are not on our mailing list, and a dues notice was inserted. Most effective of the dues notices this year has been the editorial type of letter.

Special work with the students has been done through the job clinics, held in April, and the small after-dinner parties given for the seniors in May. These "Coca-Cola parties" served their purpose admirably, for the students were given a thorough tour of the alumnae office, and now have a very different impression of the work done by the Association and its staff.

The magazine subscription project begun in the fall netted us \$60 in commission, and with funds raised through the Gorham Silver project put on by the office and gifts, enabled us to purchase two desks and two chairs for the office. With the balance of our fund, and what we raise next fall, we hope to complete the decoration of the office.

The History of the Association which the secretary was asked to write is completed through the Building of the Alumnae House in 1921-22, and will be finished by the end of the school year. This has been most interesting work.

Four issues of the Quarterly have been published this year, all with colored covers. We are quite proud of the fact that we are the first women's college to present an alumnae magazine with four-color plates on the covers. We have changed the style of editing the class news section, to conserve space, and are finding this most economical.

The secretary has enjoyed her association with the out-going Board, and feels that they are to be congratulated on the successful completion of so many undertakings during the past year. To the assistant secretary go our best wishes for next year in her work in the registrar's office!

## Report of the Asst. Alumnae Secretary

The report of the Assistant Alumnae Secretary will tell of the detailed work of the Alumnae office and responsibilities as hostess for the house for the session 1941-1942. The Assistant Secretary supervised the work of the three scholarship girls who helped to keep the files up to date on 7,000

alumnae. A change of name means that we have to make changes on seven cards in the file. We mimeographed and mailed 3,500 letters and cards to new students, Seniors, Board members, members of reunion classes, dues notices and class secretaries, letters about Founder's Day, and Commencement and tracer cards for lost alumnae. The scholarship girls also paste newspaper clippings and pictures in the class scrap books.

The Assistant Secretary worked with the Second Floor Committee when they redecorated the five bedrooms upstairs and with the Radio Committee in making plans for the Founder's Day Broadcast. She also assisted with some of the work of the other committees, helped edit the Quarterly and worked in the Tea Room. Both of the secretaries attended the monthly meetings of the Atlanta Club, the Decatur Club and the Business Girls Club and represented Agnes Scott at the Convention of the American Alumni Council for this district in Columbia, S. C., in December.

The student contact included the fall tea for new students, Vocational Guidance Clinics, parties for seniors and meetings of Granddaughters Club that has a membership of 29.

One very interesting part of the job was being hostess for the 71 paying house guests and the 15 people who were guests of the college.

The duties involved herein vary from arranging flowers for a reception for a bride to securing Coca-Colas for Charles Morgan, and lemonade every night for the Charm Lady.

I am indeed happy to have been your Assistant Secretary this year, for it has been a real pleasure to be associated with the Agnes Scott alumnae and the people on the campus.

Respectfully submitted,

EUGENIA SYMMS, '36,

*Assistant Secretary.*

#### Report of the Radio Committee

The work of the Radio Committee this year consisted of planning the Founder's Day broadcast, which was given on February 22 over WSB at four p. m. Dr. McCain, Dean Carrie Scandrett, and Frances Tucker, '42, were the speakers. Frances (Gilliland) Stukes, '24, sang Polly (Stone) Buck's '24) patriotic song, "On Guard America". Mr. C. W. Dieckmann played the accompaniment, and played as introduction "Ancient of Days, and as conclusion the Alma Mater.

Respectfully submitted,

Florence (Perkins) Ferry, '26,

Chairman; Committee: Roberta Winter, '27, Penelope (Brown) Barnett, '32, Eugenia Symms, '36.

#### Report of the Garden Committee, 1941-42

EXPENDITURES:	
Labor	\$33.60
Fertilizer	10.50
Blue phlox	10.80
Spirea (Three)	1.00
Pansies	2.00
Petunias	5.25
Spray for rose	1.00
Labor	5.20

Total Disbursements \$69.35

#### INCOME:

Balance from last year	\$ 6.27
Gift from Mrs. Holt	2.00
Gift from Augusta (Skeen) Cooper	5.00
Gift from Jo (Clark) Fleming	10.00
Alumnae Association Budget Allotment	50.00

Total Income \$73.27

Less Disbursements 69.35

Balance \$ 3.92

In addition the Committee has \$40.75 in savings which are being held until such time as it is deemed advisable to undertake the planting in front of the Alumnae House.

The committee wishes to express its gratitude to Mr. Guy Smith, of Murray Hill Florist, for the gift of pansies for the garden. The chairman wishes to express her thanks to Frances (Gilliland) Stukes and Mrs. Robert B. Holt for carrying on the work of the chairman during her absence in May.

Respectfully submitted,

Josephine (Clark) Fleming, '33, Chairman; Committee: Frances (Gilliland) Stukes, '24, Mrs. Robert B. Holt, Sara (Shadburn) Heath, '33.

#### Report of the Constitution and By-Laws Committee

The Constitution and By-Laws Committee had a meeting but decided that it would not be necessary to make any changes in the Constitution or By-Laws.

Respectfully submitted,

Emma Pope (Moss) Dieckmann, '13, Elizabeth (Moss) Mitchell, '29, Lucy (Johnson) Ozmer, ex-'10, Chairman.

#### Report of the Agnes Scott Alumnae Weed-End Committee

"Agnes Scott Faces Facts" was the excellent and timely subject of the 1941-42 Alumnae Week-End program. At a meeting of the Alumnae Week-end Committee held in the early fall, it was decided to temporarily change the plan for Alumnae Week-End from a two-day program to one of a single day.

The program, "Agnes Scott Faces Facts" took the form of a panel discussion, which came to life at 11 o'clock Saturday morning, November 15, 1941, in the Maclean Auditorium.

Dr. Philip Davidson of the Agnes Scott History Department made a brief survey of the history of the Southeastern section of the country and then directed the well informed and alert group in the discussion, which developed the following problems:

1. Housing, household employment and health.
2. Education and its effect on our economic status.
3. Development of economic inequality in the South, through the tariff and the dearth of statesmanship that made for increased power of politicians.

4. Exploitation of natural resources and misuse of raw materials.

The participants in the discussion were:

1. Miss Josephine Wilkins, Georgia Fact Finding Committee.

2. Dean S. G. Stukes of Agnes Scott College.

3. Mr. Ralph McGill, Atlanta Constitution.

4. Mr. Henry McIntosh, Editor of the Albany Herald and Chairman of the Post Defense Planning Board.

One hundred alumnae were present for the discussion and ninety four alumnae attended the luncheon which was graciously given by the college.

Notes of thanks were sent from the Alumnae Office to the speakers who so ably contributed to the success of the occasion.

As chairman of the Alumnae Week-End Committee, I wish to thank Frances G. Stukes, Margaret Phythian, Eliza King, Eleanor Hutchens, Cora (Morton) Durrett, Margaret (Bland) Sewell, Mrs. Robert Holt, Frances (Craighead) Dwyer, Fannie G. (Mason) Donaldson, Penny (Brown) Barnett, members of the committee who gave fine support. Thanks also go to Dr. Davidson, who gave advice, thought and time helping to organize the panel; to Nelle (Chamlee) Howard and Eugenia Symms, who worked untiringly and efficiently; to Dr. McCain who gave wise council and understanding help.

It has been a pleasure and a privilege to serve as chairman of the Alumnae Week-End Committee 1940-1942.

MARYELLEN (HARVEY) NEWTON,  
*Chairman.*

## Report of the Tea Room Committee

The Tea Room Committee presents the following report:

INCOME:	
Budget	\$ 50.00
Leone (Bowers) Hamilton	5.00
Wm. H. Tribble	3.00
Augusta (Skeen) Cooper	5.00
Elizabeth (Cole) Shaw	1.00
California Club	2.00
Jacksonville Club	5.00
Auburn Club	2.50
Tampa Club	1.80
Columbia Club	7.00
Miami Club	1.00
New York Club	15.00
Birmingham Club	2.50
Decatur Club	3.65
Miscellaneous gifts	5.16
Balance from last year	3.43
Income from magazine subscriptions	7.55
Washington Club	38.10
Atlanta Club	20.00
<b>Total</b>	<b>\$178.69</b>

DISBURSEMENTS:	
New tea room equipment	\$ 39.98
Repairs on equipment	12.52
Coca-Cola cabinet	10.00
Papering, lights and painting of tea room	115.90
<b>Total</b>	<b>\$178.40</b>
Balance	.29

In addition to the gifts of money which the committee has received are a set of blue crocheted mats, given by Penny (Brown) Barnett, and four Mexican gourd strings given by Nelle (Chamlee) Howard.

Through the generosity of the Alumnae Office, the funds for re-decorating the tea room were advanced as a loan, so that this work could be done while materials were available. The Committee has been able to repay all of this \$115 loan since Christmas.

Mrs. Breeden, the manager with whom we contracted last July, was forced to leave in December because of her health. The accounts of Mrs. Breeden were liquidated, and the tea room operated by the alumnae secretaries until the arrival of Mrs. Elizabeth Adams Kinneman on March 2. Mrs. Kinneman has successfully operated the tea room for the past three months, and plans are for her to continue in this work during the 1942-43 session.

GRACE (FINCHER) TRIMBLE,  
*Chairman.*

## Report of the Second Floor Committee

INCOME:	
Allotment from the Association	\$ 50.00
Gift from Willie Belle McWhorter	10.00
Gift from Hallie (Smith) Walker	5.10
Balance from last year	3.28
Gift from Helon (Brown) Williams	.50
Gift from Penny (Brown) Barnett	5.00
Sale of two mirrors	1.50
Gift from Decatur Club	17.00
Profit from Berea and Penland Sale	34.60

Gift from Atlanta Club	15.00
Gift from Charlotte Club	10.00
Gift from Florine (Brown) Arnold	1.00
<b>Total Income</b>	<b>\$152.98</b>

EXPENDITURES:	
Gift to House Decorations Committee for hall papering	\$ 5.00
For materials and labor for papering and painting 3 rooms	45.00
Paint for green furniture	2.47
Labor for green furniture	3.50
Material for blue soft slipcover	7.35
Labor for blue sofa slipcover	9.50
Lamp shades	1.08
Hall curtains	3.98
Chair bottoms re-caned	6.00
Material for blue and white bath decorations	2.84
Bath mat and cover	2.49
2 pairs of curtains	7.96
Papering and painting for green room and bath	29.30
Papering and paint for yellow room and furniture	19.00
4 sheets	6.36
<b>Total disbursements</b>	<b>\$151.83</b>
This leaves a balance of	\$ 1.15

In addition to gifts of money, the committee has received the following gifts of linen, valued at \$39.86: Three chenille bedspreads, from Ethel (Alexander) Gaines, Marie (Simpson) Rutland, and the chairman; a pair of organdie curtains and three blotters for the desks from the chairman; three shades from Willie Belle (Jackson) McWhorter; a bowl from Marie (Simpson) Rutland; 13 guest towels from the Miami Club; and three towels and two pairs of pillowcases from the Connecticut Club.

Respectfully submitted,  
Committee:

Elizabeth (Simpson) Wilson, '31, Chairman; Alice (McDonald) Richardson, '29, Marie (Simpson) Rutland, '35, Aline (Shultz) Brown, '35.

## Report of the House Decorations Committee

Cash on hand June 1, 1941	\$ 50.98
Deposits during September 1941:	
Check for 1941 budget allotment	50.00
Check for 1942 budget advanced to committee	50.00
Loan from Alumnae Association as advance on possible contributions from local clubs	50.00
Gift from Second Floor Committee	5.00
Interest from undesignated gift to College	50.00
Check from New York Club for 1941 gift	15.00
Check from Mrs. J. J. Eagan	50.00
Check from Mrs. Granger Hansell	17.50
Check from Mrs. Joseph Read	15.00
Gift from Mrs. Paul Brown	10.00
Check from Mrs. Fonville McWhorter	100.00
Alumnae contributions and anonymous gifts	119.00
<b>Total cash income</b>	<b>\$582.98</b>

Additional gifts included a Tole lamp for the den given by Mrs.

Lewis Johnson (value \$7.00), and a portrait light for the plaque of Miss Anna Young, given by Nelle (Chamlee) Howard (valued at \$11.00).

## DISBURSEMENT:

September 1941: Paper for halls, paint, labor, lumber	\$157.53
Incidentals (painting wicker furniture, baseboards in living and dining rooms, etc.)	10.00
November 1941: To W. E. Browne Decorating Co.:	
Chests for dining room	135.00
Upholstering sofa and 3 chairs	80.00
December 1941: To Browne	
Prints over chests in dining room	32.50
Audubon print for living room	70.00
Coffee table	23.00
May 1942: Mirror for hall	74.95
<b>Total disbursements</b>	<b>\$582.98</b>

Respectfully submitted,

Willie Belle (Jackson) McWhorter, '17; Committee: Mary (Warren) Read, '29, Lucile Alexander, '11, Gussie (O'Neal) Johnson, ex-'11, Susie (Young) Eagan, Inst., Mary Gladys (Steffner) Kincaid, ex-officio '29, Eva (Towers) Hendee, ex-officio, '10, Penelope (Brown) Barnett, ex-officio, '32.

Report of the Entertainment Committee  
for 1941-1942

Tea for new students on Sept. 25, '41	\$17.49
Three parties for Granddaughters' Club	6.77
Candy for vocational groups	.76
Senior group teas	5.09
Flowers for Trustees Luncheon and tip	4.30
Sunday night supper	74.48
<b>Total disbursements</b>	<b>\$108.89</b>

Approximately 120 people attended the party for the new students in September. The Granddaughters' Club has averaged twenty per meeting. The Alumnae Office requested that the customary senior tea, given on one afternoon for the whole class, be varied this year, and that they be allowed to invite the class groups over for refreshments at specified times. Three groups averaging twenty each, were invited for after dinner, and one group of day students, numbering 30, was invited for five o'clock. This gave the secretaries a better opportunity to explain class organization and alumnae-hood to the prospective alumnae, so this plan is considered very successful.

266 people were served at the Sunday Night Supper in the Alumnae Garden, and twenty-six arrangements of flowers for the Trustees' Luncheon were prepared by this committee.

Respectfully submitted,

CATHERINE (BAKER) MATTHEWS,  
'33, *Chairman.*

# Commencement Awards



JANE SHANNON TAYLOR, daughter of May (McKowen) Taylor, '06, was awarded the Hopkins' Jewel.

Announcement of the collegiate awards by Dr. McCain at the graduation exercises was headed by the award of the Hopkins Jewel to Jane Shannon Taylor, of Baton Rouge, Louisiana, daughter of May (McKowen) Taylor, 1906. This award is given annually to the member of the senior class who most nearly lives up to the ideals of Miss Nanette Hopkins. As the faculty committee of selection can interpret them, these ideals include conspicuous loyalty to the college, ideals of service, ability to cooperate, physical fitness, poise and graciousness.

The collegiate scholarship was awarded to Jean Moore, '43, of Lewisburg, W. Va., with honorable mention to Anne Ward, '44, of Selma, Alabama. The Rich Prize, given to the freshman making the best record for the session, went to Virginia Carter, Norton, Va., with Inge Probstein, of Drexel Hill, Pa., winning honorable mention.

The piano scholarship was divided between Elizabeth Edwards, '44, Decatur, and Jean Rucks, '45, of Nashville, Tenn. Barbara Connolly, '44, of Tampa, Florida, won the voice scholarship. Virginia Lucas, '43, of Atlanta, won the speech scholarship, and Florence Crane, '45, of Jackson, Mississippi, won the art scholarship. Suenette Dyer, '42, of Petersburg, Va., won the Laura Candler Prize in Mathematics. Mary Florence McKee, '44, of Columbus, Ga., won the Morley Medal in Mathematics.

The Louise McKinney Book Prize was given to Anastasia Carlos, '44, of

Atlanta, with honorable mention for Mary Olive Thomas, '42, of Auburn, Ala. Martha Jane Buffalo, '42, of Chattanooga, was awarded a certificate in piano.

Graduating with high honors were Billie Gammon Davis, of Es de Minas, Brazil, daughter of Elizabeth (Gammon) Davis, '17; Suenette Dyer, of Petersburg, W. Va.; Margaret Gray, of Union, W. Va., sister of Virginia (Gray) Pruitt, '32, Julia Ann Patch, of Decatur. Honors went to Lavinia Brown, West Union, S. C.; Mary Lightfoot Elcan, Bainbridge, Ga.; Ila Belle Levie, Montezuma, Ga.; Lois (Ions) Nichols (ex-'32 and '42), of



BILLIE DAVIS, daughter of Elizabeth (Gammon) Davis, '18, who graduated with high honor June 2. Billie was Phi Beta Kappa and president of Christian Association.

Atlanta; Jeanne Osborne, Atlanta; and Frances Tucker, of Laurel, Miss.

Neva Jackson, of Columbia, S. C., won the Claude Bennett trophy for outstanding acting ability, and Pat Reasoner, niece of Julia (Reasoner) Hastings, '20, won the Chi Beta Phi key for the best work in science this year.

## Club Notes

*Atlanta*—New officers for the Atlanta Agnes Scott Club are: president, Araminta (Edwards) Pate; vice-president, Olive (Spencer) Jones; second vice-president, Mary (Prim) Fowler; recording secretary, Alice (McDonald) Richardson; corresponding secretary, Mary (Warren) Read; and treasurer, Kathleen (Daniel) Spicer. The club finished a very successful year under the leadership of Mary Gladys (Steffner) Kincaid, with their May meeting. Dr. Philip Davidson and Mrs. Emma Garrett Morris gave the two series of lectures presented by the club this year.

*Decatur Club* officers are president, Marie (Simpson) Rutland; vice-president, Lucy (Johnson) Ozmer; and secretary-treasurer, Willie May (Coleman) Duncan.

*Business Girls' Club*—New officers for the Atlanta Business Girls' Club are president, Mary Louise Dobbs; first vice-president, Eliza King; second vice-president, Virginia Milner; secretary, Rudene Taffar, and treasurer, Orisue Jones. The club completed a successful year with its May meeting in the Alumnae House. Speakers for the study course this year included Mrs. Roff Sims and Roberta Winter, '27.

*Birmingham Club* had its annual June picnic, with Louise (Abney) Beach, the new chairman, in charge of arrangements. The club had a good meeting on February 22, and then honored Dr. McCain at a tea March 30, while he was in Birmingham to address Phi Beta Kappa.

*Washington Club* had a grand year, with well-attended monthly meetings, and a very imposing slate of speakers. The Club made a contribution of \$38.10 to the Tea Room Committee, this donation being second only to the contributions from the Atlanta Club this year. New officers elected in May are: president, Jessie (Watts) Rustin; vice-president, Kenneth (Maner) Powell; secretary-treasurer, Virginia (Browning) Tyler.



BETTY ANN BROOKS, of Decatur, who was elected life president of the Class of '42, after having served as class president for her freshman, junior and senior years.





*To the—*

## AGNES SCOTT ALUMNAE IN GEORGIA

At the annual meeting of the Agnes Scott Alumnae Association on May 30, a motion was made and carried that a letter from the president be sent to all the Georgia alumnae, urging them to register and vote in the coming elections. In the interests of higher education, whose standards are at stake, I urge you, both officially and personally, to make a special effort to vote in the coming gubernatorial primary, and to exert what influence you can among your friends. It is your duty as a citizen of Georgia, and as an alumna of Agnes Scott.

Vote as your conscience guides, but VOTE!

PENELOPE (BROWN) BARNETT, '32

President Agnes Scott Alumnae Association



SUPPLEMENT TO

# *The Agnes Scott Alumnae Quarterly*

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Due to errors made by the printers in the final arrangement of paragraphs on page 4 of the November Quarterly, we deem it necessary to mail you this reprint of the entire article.—*The Editors.*

# STATE INSTITUTIONS *of* HIGHER EDUCATION IN GEORGIA

*NOTE: There are many requests for a public discussion of this subject; but, while the Southern Association is investigating the matter, I feel it would be best for the University System that it be not agitated. However, there can be no objection to talking of it "in the Agnes Scott family."—J. R. McCAIN.*

In order to understand the present difficulties of the state-supported institutions of higher learning in Georgia, it is necessary to review the situation prior to 1931. At that time, there were at least twenty-three so-called colleges or universities under state control having more than 400 trustees. Many of them had been founded through local pride and had gotten on the state's support through political "pull." They were engaged in cut-throat competition with one another, and officers and trustees were log-rolling at every meeting of the Legislature for appropriations. In educational matters, Georgia was at the very bottom of the ladder of progress. There was no real System.

## A SINGLE BOARD

In 1931, the Reorganization Act provided that all educational institutions of higher types under state control be placed under a single Board of Regents. This Act was a non-partisan movement, influenced in part by educational troubles in other states. As a rule, the governors have been cooperative and have been willing to leave the management of the University System to the Board of Regents, who in turn operated through a chancellor of the whole System and the presidents of the various individual units. The internal educational programs could be handled without interference or molestation.

## RAPID PROGRESS

It was soon found possible to arrange for a single grant from the Legislature and for the Regents to apportion the money on an equitable basis among the institutions. A survey of the educational needs and activities in Georgia was arranged under the direction of a group of experienced educators of national reputation. Following this survey, the Regents combined or abolished seven of the state institutions and reduced others to the rank of junior colleges, and re-allocated various departments and functions.

Evidences of improvement were soon found. Standards began to be raised. Much economy was found possible. Last year, with only two-thirds as much income as was available in 1931, Georgia institutions taught twice the number of students as were enrolled in the earlier period, and taught them better. A careful study by competent scholars declared that Georgia ranked second in the United States in the amount of progress made in the last decade.

With the aid of the national Government, a remarkable building program has been carried on through the state, and more than seventy fine buildings on the various campuses have been erected. Others have been modernized and renovated. We may now look with pride as Georgians on any one of our state schools.

## GOOD SPIRIT IN THE STATE

The fine spirit of cooperation which was manifest among the state institutions extended to relations with private and denominational colleges within the state. For the first time

within the memory of Man, Baptists and Methodists and Presbyterians and others felt real cordiality toward publicly supported colleges and toward one another.

Out of this cordial relationship in part grew the University Center idea and the fine grant of \$2,500,000.00 for Emory and Agnes Scott if they would raise enough more to make a total sum of \$7,500,000.00. We are thankful that the General Education Board has no thought of cancelling this offer, even though conditions have changed in such a disappointing manner since it was made; but it will be a serious blow to the whole program if Georgia Tech and the University of Georgia are crippled in any way.

The wonderful progress and the fine cooperation which was manifested in all parts of the state, in spite of the worst depression in history, encouraged the Regents to present the needs of the University System to the great philanthropic foundations. At the request of the Regents and on the basis of the prospects for improvement, five of these great foundations gave or made tentative grants of more than \$1,700,000.00 for state higher education in Georgia. This is a remarkable endorsement of the total cooperative program in Georgia.

## FACTIONAL POLITICS

The present outlook for the state education in Georgia is most discouraging. These changes, which will be described in more detail later, came about largely through factional politics, but are not due entirely to any one faction. During the regime of Governor Rivers, the Board was enlarged from twelve to sixteen members, and this change was of doubtful value. Governor Rivers and the Legislature were badly split during his last term, and he sent no appointments to the Senate for confirmation. I would not attempt to appraise the fault in the matter. The result was that, when Governor Talmadge came into office, two Regents were serving beyond their terms because their successors had not been appointed, and six others had been appointed but not confirmed by the Senate. If state educational matters had been handled on a high plane at this point, many later difficulties might have been avoided.

When Governor Talmadge took office, he became ex-officio a member of the Board of Regents and had the legal right to appoint one other whose term would be concurrent with his own. In addition, he had the eight vacancies mentioned above at his disposal.

Governor Talmadge was elected on an economy program, and various abuses under the previous administration led the legislators to agree to give practically dictatorial power to the Governor in making all state budgets and in arranging these on a quarterly basis, and further providing that he could strike out individual items in the various budgets which were submitted to him. The Legislature went so far as to give him the power to dismiss officers provided under the Constitution and elected by the people if they should obstruct his will in financial policies. Only

factional politics and abuses would have opened the way for any such powers as were granted to the new Governor.

#### TALMADGE TAKES CHARGE

The Chairman of the Board of Regents, who had been a member from its organization in 1931, found that he would not be able to serve under the changed conditions and resigned. The Governor named the officers of the Board, and had himself named Chairman of the all-powerful Committee on Education and Finance. It became immediately evident that he was not to be a mere ex-officio member, but to manage the entire organization.

At a routine meeting of the Board on May 30, 1941, the Governor proposed to dismiss Dean Walter D. Cocking of the University of Georgia, and President Marvin S. Pittman of Georgia State Teachers College. Dean Cocking had been recommended for reappointment by President Caldwell of the University, and the recommendation had been endorsed by the Chancellor. President Pittman had been nominated directly by the Chancellor. Under the urgency of the Governor, the Board at first voted to drop these two officers; but, after remonstrance from President Caldwell, the matter was reconsidered, and it was determined that a hearing would be given to the officials.

Contrary to every known principle of wisdom and experience in such matters, the Governor insisted that the trials be conducted publicly. While he was overruled by the Regents in the first hearing on June 16, he had his way and made a combination of a political rally and a county fair of the second so-called trial of July 14.

#### THE TRIALS

At the first hearing before the Board of Regents on June 16, Dean Cocking was accused of advocating racial views or ideas which were not in accordance with the ideals of the South. The testimony and evidence were overwhelming to the effect that the charges were entirely fanciful, and the Regents voted 8 to 7 (the Chairman, who was favorable to Cocking, not voting) in favor of retaining him. He was so notified.

Under all rules of democratic practice and according to every principle of American jurisprudence, a case having been heard and a decision rendered is settled. Governor Talmadge has claimed to be a great advocate of having the majority rule. However, he immediately expressed his disappointment and disapproval of the decision rendered by a majority of the Board of Regents, most of them his appointees; and, through the press and on the public platform, he insisted that he would get rid of Cocking.

He at once demanded the resignations of three of his recent appointees to the Board of Regents on the ground that he had illegally appointed them. However, they were sustained by the Attorney General in retaining their places and refused to resign.

Still determined to carry his point, he changed the date of appointment which he himself had set for one of the Regents and persuaded two others to resign. Without any action by the Board of Regents, he insisted that Dean Cocking come to trial before the reorganized Board.

It is no secret that on the day before the so-called trial the majority of the Regents held a caucus, drew up in detail a program for dismissing the accused officials, and even prepared a resolution of congratulation to the Governor for having achieved his objectives—all before the accused were told what the charges would be or before any evidence for defense had been presented.

#### OTHER STEPS

Several employees in various units of the System were dropped by the Regents, and some were struck off the list of employees by the Governor through his exercise of veto

power in the details of budgets.

The Governor had previously expressed a desire to have "Red" Barron as President of Georgia Tech or as Vice-President, with a view to later succession. The storm of protests by alumni and students deterred the carrying out of the full purpose; but, on the Governor's insistence, he was elected Dean of Men at Georgia Tech, a position which he has been wise enough not to accept.

When the attention of the Governor was directed to the fact that in all probability accrediting associations would drop from membership Georgia institutions, he replied that, if this were done, the salaries of the professors in the institutions would be cut in half. This was no idle threat so far as his ability to enforce such a salary reduction for any cause, if he saw fit, is concerned; it only indicates the extent of the power which has been committed to him.

The result in the state has been most distressing. Not an officer or a faculty member in any state institution has dared to make any public protest about the events that have transpired, though in private they are bitter in their denunciation of the steps taken. The denunciation by the Governor of "furriners" in state schools has led many of the ablest and most loyal teachers to feel a sense of insecurity. Many have resigned, and numerous others are planning to make changes as soon as openings are available. Initiative and enthusiasm are largely swept away. Many of the ablest students in the state schools have transferred to other institutions, and still others desired to do so, but were not able to make the arrangements.

#### EDUCATIONAL RECOGNITION

Since the Governor and Board of Regents have violated almost all educational ideals and standards of practice in handling these many details, it would seem quite impossible for the Southern Association of Colleges and Secondary Schools to refrain from discipline in the matter. It has always stood firmly for educational administration rather than for political dictation. Since in no case have the institutions themselves seemingly been at fault in these developments, but are the innocent sufferers, it would seem necessary that every institution controlled by the Board of Regents be dropped from membership whether or not actual dismissals or interference have occurred on that particular campus. It is a matter of control and dictatorial power which is at stake and which touches the whole state, rather than the merits or demerits of individual units of the System.

It will be a very serious blow to the state schools and to the private and denominational schools, also, since our interests are so intertwined, if the Georgia institutions are dropped. There seems to be no alternative, however, but to "hit bottom", so to speak, before it may be possible to start a real upgrade movement that will clear the whole situation.

#### THE PUBLIC SCHOOLS

While the elementary and high schools of Georgia are not under the Board of Regents, the Governor has exercised a great deal more than ex-officio influence during recent months. Partially at least through the fault of factional politics during the previous administration, the Governor was able to appoint a majority of the State Board of Education which operates the public schools. He had himself named the Chairman of the Board and has taken charge of its affairs as definitely as of the institutions of higher learning. We are not concerned here in the details of administration, but it is interesting to note that he has arranged an inquisition into the books which may be used as texts or placed in libraries (with some highly interesting results) and has insisted on having the state of Georgia take over and operate the school at Monroe, Georgia, which

is under the management of "Red" Barron. Many of the best teachers in the state, anticipating political domination and interference with educational programs, resigned; and there has been great difficulty in finding suitable teachers for public school work. On the other hand, all private schools have been swamped with applications, showing that the public schools were dreaded as places in which to work.

#### AGNES SCOTT INVOLVED

At the first trial to which Dean Cocking was subjected, President Caldwell of the University of Georgia requested that President Cox of Emory and I tell of our knowledge of Dean Cocking and of our experience with him. We were glad to do this because we had come to know him well through cooperation in the University Center movement and truthfully could not say anything but good points about his character, reputation, and ideals.

Just as Governor Talmadge resented the fact that his own appointees on the Board of Regents voted according to the evidence, so he resented, also, the fact that educators, at the request of the President of the University, would testify in the case; and he so expressed his resentment in a radio address.

Shortly after the ouster of Pittman and Cocking, I was requested by the Decatur Rotary Club to tell something of the effect on education of the whole situation. A little later, I was invited to speak before the Kiwanis Club of Griffin on ways and means for improving the situation. In both cases I spoke as an individual and not in any official capacity; but the Governor and his associates attacked Agnes Scott College as a Negro-loving institution, citing particularly a trip made by our girls to Tuskegee Institute.

This case illustrates very well the unfairness of the Governor and his associates and the carelessness with which some of them handle facts. The Tuskegee trip was more than six years ago, in the spring of 1935. It was only one of perhaps a dozen tours of inspection made by relatively small groups of Sociology students, including trips to Milledgeville, Pine Mountain, Copperhill, Federal Prison, Techwood Housing Project and numerous others. In every case the girls were making the trips voluntarily and at their request. Every safeguard was provided for their transportation, chaperonage, and other needs so that no parent or alumna need feel the least anxiety. At Tuskegee, for example, there was no staying in Negro dormitories or eating in Negro dining halls or any mixing or mingling that could be objectionable from Southern viewpoints.

Inspection trips have been made by other groups to the various campuses around Atlanta, both for whites and blacks; to many institutions doing social service; and even to the Governor's office; but no one who has really understood the facts has suggested any valid criticisms of the program.

As our present students know and as our alumnae of other years well understand, Agnes Scott has always stood for fair treatment for Negroes and for giving them a good chance to be educated and to make a living. On the other hand, Agnes Scott has never believed in educating the races together and in social intermingling. The students have frequently felt that we have been unusually restrictive in regulations on this subject and in failing to give permission for them to attend interracial meetings. No one who has really investigated the situation has ever felt that there was any cause for complaint about our attitude, and certainly no foundation has ever been interested in our relations or would have been moved by them if we had been so lacking in moral character as to govern our policies with such ends in view.

The truth is that any attack on Agnes Scott or other institutions is an attempt to evade the real issues. After the various associations and accrediting agencies have fully in-

vestigated the situation and taken action, the issues will be clearly drawn, and the question will have to be decided by Georgia itself as to whether it wishes educational administration or political dictation.

#### NEXT STEPS TO BE TAKEN

In Mississippi, Louisiana, North Dakota, and other places, situations very similar to those now prevailing in Georgia developed some years ago. In every case, after the people of the states learned the facts, they rose up in indignation and overthrew the political forces, however strongly entrenched. Most people with whom I have talked feel that similar results will be found in Georgia.

Personally, I would hate very much to have the educational interests of our state involved in a political race. On such an issue, I think the Talmadge regime would be overthrown; but I am afraid that a new administration, even though a reform one, would eventually play politics, also. We cannot solve education problems by putting the "ins" out and the "outs" in.

I am satisfied that the real solution will be found in a non-partisan program for governing the state institutions which probably might be agreed to by all candidates for governor and by the various candidates for the Legislature. I have no reason to admire Governor Talmadge or to trust him; but any fair-minded citizen of the state must know that he has some good points and that some of his policies have been helpful to Georgia. I have no idea who his opponent or opponents may be in any political race and whether they might be objectionable or not. I would hope that the next political race could be made on whatever general issue might be involved, but that *education* might be set aside as too sacred and too important a matter to be involved in ballots.

#### ALUMNI AND ALUMNAE GROUPS

It is just here that the alumnae of Agnes Scott College and the alumni and alumnae of other institutions throughout the state, both public and private or denominational, can be of real assistance. It is proposed that a non-partisan educational bill be drawn by friends of the University System and proposed before any announcements of candidates may be expected. It is hoped that friends of education throughout the state will be able to unite on this measure as a non-partisan affair and provide permanent security. It is hoped that these alumni and alumnae groups throughout the state can cooperate in sponsoring the proposals and that members of the Georgia Education Association (a great proportion of whom would be included in the groups, anyway) may likewise encourage such legislation.

Along such lines in other states, real progress has been made, and out of the disasters have in several cases come such an educational renaissance that the institutions have moved forward splendidly. We may surely hope that in this state all the citizens may come to feel the importance of higher state education and the need of more generous and wholehearted support for the various units of the University System.

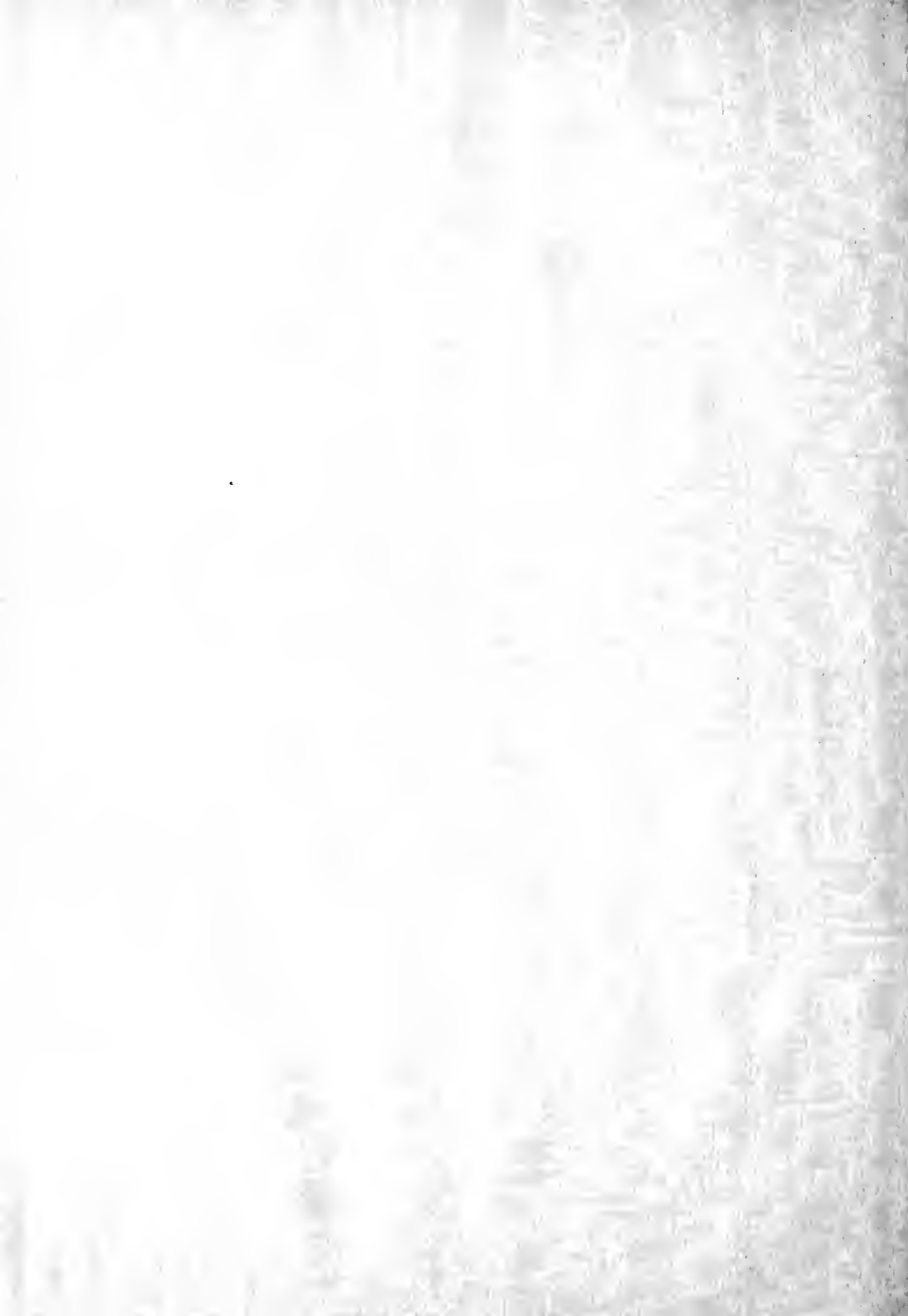
#### AGNES SCOTT ALUMNAE

In former days, when relations were less cordial and cooperation between state and private institutions more rare, our college and its alumnae might have been merely interested spectators in such a state tragedy. Now, anything that injures Georgia State College for Women or the University of Georgia or Georgia School of Technology is of immediate concern to Mercer University or to Emory or to Agnes Scott. We are now partners, in spirit at least, in the education work of our state; and we do bespeak the keen interest and earnest cooperation on the part of all our alumnae in working out a fair and constructive solution of the whole problem.









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## **FOR REFERENCE**

**Do Not Take From This Room**

